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ABSTRACT

Evaluations of thirty career education projects in the school district of Philadelphia, Pennsylvania are contained in this report. Fifteen of the projects concern classroom or shop instruction, six concern development and/or field testing of curriculum materials, and the remainder involve staff development, installation of shop equipment, job placement, guidance programs and a vocational education research project. Each evaluation includes a project description and history, project objectives as stated in the proposal, project implementation, evaluation questions, attainment of objectives, and conclusions and recommendations. Projects concerned with instruction cover a range of subjects including warehouse and office practices, transcription skills, distributive education, consumerism, restaurant practices, crafts, homemaking and factory work. Curriculum development projects reflect an emphasis on individualized instruction and involve business, distributive and cooperative education, home economics, career exploration and planning, and automotive shop. Three job placement projects were also evaluated, as well as three programs involving career awareness and pre-employment counseling. These projects included medical laboratory experiences at a local hospital and vocational guidance experiences in specially-equipped buses. Among project participants were disadvantaged, pregnant, orthopedically and mentally handicapped students, as well as parents and staff members. Included also is the evaluation of a three-year project designed to develop a classroom model for adjusting curriculum, facilities and personnel in vocational training programs. (Author/JAC)

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EVALUATION OF CAREER EDUCATION
PROJECTS
1976 - 1977

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SUMMARY

Thirty Career Education projects were evaluated this year. Fifteen were concerned directly with classroom or shop instruction. Six others provided for development and/or field testing of curriculum materials. The rest were for staff development, installation of shop equipment, job placement, guidance programs, and a research project. These programs were generally found to be effective, but many were delayed in starting this year and did not achieve all that they might have, had they been able to operate all year.

Although projects continued from previous years were able to operate from September, 1976, new projects were unable to function until they received funding approval in 1977, which was half way through the school year. Even after their funding was approved, some projects were delayed further while waiting for the processing of requisitions for the hiring of personnel or the purchase of equipment. Some continuing projects were also impeded by delays in funding which prevented any changes in or additions to their existing operations until 1977.

The fifteen projects primarily concerned with instruction covered a broad range of subject areas and served various types of students. An on-the-job training program provided 66 disadvantaged students from Olney High School with training in warehousing and office practices at the Naval Publications and Forms Center. Two projects were concerned with instruction of students at the Randolph and Swenson Skills Centers. One of these was for the operation and expansion of the computer management system at these schools; the other was intended to aid academically disadvantaged students at the Randolph Skills Center by providing an instructional program specifically suited to their needs.

A program for expansion of the Word Processing Laboratories, which provided individualized instruction in transcription skills, was delayed beyond the time when student participation was possible, but the five new laboratories were installed by the end of the project year. An individualized instructional program in distributive education (IDEC) was implemented in five schools, with 240 students participating this year. Teachers were trained during the preceding summer, but because of funding difficulties the program did not get underway in classrooms until March, 1977.

Four hundred seventy-five pregnant students received instruction in nutrition, consumerism, personal hygiene, child psychology and infant care in a continuing education program operated at four centers by home economics teachers. The Catto Mini Vocational School provided 190 students who were unable to adjust successfully to a regular school program with individualized training in restaurant practices and with the services of a job placement coordinator. A home economics teacher and a paraprofessional operated an Adult Education Resource Center that taught nutrition, cooking and consumerism to about 500 elementary school students and 150 of their parents and other adults from the community where the center was located.

Two instructional programs this year dealt specifically with the needs of out-of-school youth and adults. The John F. Kennedy Area Vocational-Technical School trained a total of 887 students during the year in 13 different vocational areas. The Adult Vocational Education Program, located at 16 sites, consisted of the Standard Evening Program and the Apprenticeship Training Program. The Standard Evening Program taught 3873 students this year, and 2467 individuals participated in the Apprenticeship Training Program. A similar program, which did not operate this year because of

funding delays, was the Craft Interns program, the purpose of which was to place 55 high school students with craftspeople from the Maintenance and Operations Division, who were to train them on a one-to-one basis.

Four programs provided specifically for the training of the handicapped. One provided a bilingual tutor who worked with Spanish-speaking Educable Mentally Retarded (EMR) students at an occupational school. Another, at a total of nine schools, provided a consumer and homemaking program for 440 Trainable Mentally Retarded (TMR) students. Four vocational workshops for TMR students trained 298 teenagers to do factory-type work and placed some of them in similar jobs in industry. There was an evaluation and training program for orthopedically handicapped students at the Widener Memorial School which provided 33 of them with vocational training, vocational evaluations, and/or a vocational guidance program at the school.

The six curriculum development projects evaluated this year showed the continuing emphasis on individualized instruction. The Personalized, Individualized Vocational Occupations Training (PIVOT) program, in spite of a late start, produced 217 new instructional units, which were published by the 3M Company as part of a nationwide PIVOT consortium. An individualized instructional program in business, distributive, and cooperative education devised, adapted, or adopted an extensive assortment of curricular materials suitable for those areas. Self-instructing modules in home economics were field-tested and revised by teachers involved in a program funded for that purpose, and a special vocational program (AIMS) for EMR students was expanded to a second school and provided with additional individualized instructional materials.

Field-testing of various career exploratory and career planning

materials devised by the Center for Vocational Education of The Ohio State University was carried out by 49 teachers and counselors, located at six schools. Students involved received hands-on experience in a mobile career laboratory operated by the project. A Vocational Education Media Center located at Kennedy Center provided alternative instructional materials for vocational education students, developed materials needed by project directors, and assisted vocational education personnel in general with their media needs.

Thirty counselors in secondary schools throughout the city made on-site visits to a variety of business and industrial outlets as part of a staff development program intended to provide them with a better understanding of job requirements, employment opportunities and job practices in the city.

A program was funded to expand the automotive shop at the Youth Development Day Treatment Center, and a teacher was hired who taught a small engine repair course. Unfortunately, because of structural incompatibilities it was not possible to make the alterations in the automotive shop, so that that aspect of the program could not be implemented.

Three programs concerned with job placement were evaluated this year. The Work Study program served a population of 102 full-time vocational education students who were placed in part-time jobs to help them remain in school. A cooperative education project was intended to provide 120 students with on-the-job training, but did not function because it was not able to hire the required personnel before the end of the school year. Fourteen job placement centers, staffed on alternate days by a staff of seven job placement officers, succeeded in finding jobs for a total of 1,170 secondary school students, graduates, and drop-outs this year. This was an increase of 365 over last year's total number of placements.

This was the first year of operation of a three-year project to develop a decision model for adjusting curricula, facilities and personnel for vocational training programs to meet changing job market and student needs. This research project, conducted in cooperation with Temple University, operated this year, and data collected will be used during the next two years to complete the development of the decision model.

There were three programs this year concerned with career awareness and pre-employment counseling. One of these exposed 26 students to realistic medical laboratory experiences in Jefferson Hospital laboratories and clinics, and included classroom instruction, independent study, and field trips. The Vocational Exploration and Recruitment in Transit program provided hands-on vocational guidance experiences in specially-equipped buses, using Singer/Graflex and locally produced work stations. The Improvement of Guidance Services for the Job Bound program provided Career Assistants in 18 locations, whose job it was to establish and operate a Career Resource Center at each location, to help provide students with necessary career information.

ADULT EDUCATION RESOURCE CENTER

PROJECT AREA: Consumer and Homemaking

PERSON RESPONSIBLE FOR PROJECT: Mrs. Frances Chwalinska

LOCATION/S: Kinsey Elementary School

NEW PROJECT: Yes ☐

No ☒

PURPOSE(S) OF PROPOSAL:

☐ Curriculum

☒ Instruction

☐ Staff Development

☐ Facilities and/or Equipment Installation

☐ Job Placement

☐ Other

DEGREE OF IMPLEMENTATION:

☒ Fully Operational

☐ Partially Operational

☐ Non Operational

BUDGET: \$39,520.32

PROPOSAL NUMBER: 22-6007

CATEGORY: Part F

PROJECT DESCRIPTION

Instruction and hands-on experiences in such areas as nutrition, cooking, and consumerism were provided to all students of the Kinsey Elementary School on whose grounds a mobile unit containing Home Economics facilities was located. Students attended classes on a weekly scheduled basis during either the first or the second semester of the school year. Parents of the school children, as well as other adults in the school community, were encouraged to receive instruction and to work on various personal projects relating to

sewing and crafts during those periods of time when students were not scheduled to attend classes. The staff of this project consisted of a Home Economics teacher assisted by a paraprofessional.

PROJECT HISTORY

This was the second school year during which the Adult Education Resource Center has been located at the Kinsey Elementary School. Project objectives were attained during its initial year of operation.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

1. To provide and coordinate stimulating experiences in home and community living skills for the benefit of the individual and of the family.
2. To provide opportunities for the parent and the elementary school child to share in home-making and family living experiences, thereby encouraging the development of family living skills.
3. To strengthen the relationship between the home and the school by providing activities which involve coordination of school programs with parent support and participation, through home economics projects.
4. To explore and use resources and agencies which enable parents to become aware of alternative sources which provide help in seeking solutions to family problems.

PROJECT IMPLEMENTATION

During the 1976-1977 school year the Adult Education Center was observed on eight occasions. During those four visits when adults were seen participating, a very high degree of interest in and enthusiasm about their individual projects was evident. Most were working on the completion of sewing projects related to dressmaking and tailoring. Both the Home Economics teacher and the paraprofessional assistant worked with the adults, who had voluntarily come into the mobile unit. More time was set aside during the current school year

for the adult participation in this project than had been the case last year. On those four occasions when the elementary school students were observed availing themselves of the project, the same high degree of enthusiasm was apparent. Pupils were always accompanied by their classroom teachers who participated in the completion of various cooking assignments. Generally, students were well-behaved and cooperative. Among the dishes prepared and consumed by the elementary pupils during these observations were cheese omelettes, cookies, tuna-burgers, and chocolate pudding. Both staff members related very well to the students and their teachers, as well as to the adults participating in the project.

EVALUATION QUESTIONS

1. How many participants availed themselves of the activities sponsored by the project?

Attendance records were maintained by the Home Economist between November, 1976 and April, 1977. Table I indicates by month the total numbers of adults and students who participated in the program. These numbers are based on daily attendance figures maintained by the project.

Table I

Monthly Attendance Figures as Totaled by Adult Education Resource
Center Home Economist

<u>Month</u>	<u>Adults</u>	<u>Pupils</u>
November	138	1693
December	108	1211
January	83	871
February	92	1082
March	106	1372
April	125	1424

When the above six month totals are compared with last year's figures, the number of student class visits during the six month period this year (7653) displays a modest improvement over last year's figure (6291). But it is in the area of adult participation that the project accomplished its greatest

gains. During the six month period of the current school year adults voluntarily visited the mobile unit on 652 occasions, as opposed to 437 during the same period of time last year.

2. How did the project activities relate to emphasizing good nutrition and consumerism?

In order to attract into the program the adults of the Kinsey community, the Home Economics teacher and the paraprofessional assistant attempted to ascertain the needs and interests of the participants. Early in the year it became evident that most were eager to improve their sewing skills, and hence most emphasis was placed on providing needed instruction in this area. The adults were encouraged to take and look over various handouts relating to consumerism when departing from the mobile unit. When suggestions by the Home Economics teacher for specific sessions dealing with consumerism were met with little enthusiasm on the part of the adults, it was determined that an indirect approach to consumerism might achieve better results. Hence, whenever the opportunity presented itself, topics relating to consumerism were discussed while the adults worked on various sewing projects.

Each of the semester courses for the pupils, on the other hand, was planned with attention being paid to suggestions made by teachers and parents. As was the case last year, special emphasis was placed on safety in the kitchen, particularly as it applied to the use of various kitchen utensils. Most dishes prepared were of a simple nature, but the skill of reading a recipe was the type of learning experience that could readily be useful to the students in later years. Throughout all instruction attention was called particularly to the nutritional content of the dishes being prepared, and students were urged to eat nutritionally balanced meals. Various types of consumerism instruction was also introduced to the pupils, such as some of the caveats to be aware of when reading advertisements, as well as what to look for when studying a label.

3. What were the reactions to the project of the Kinsey School principal and teachers?

In February and in June, 1977, questionnaires relating to the Adult Education Resource Center were completed by various staff members of the Kinsey School. In addition, the principal was informally interviewed in the spring. Written and verbal responses all indicated total satisfaction with the project and its personnel. The classroom teachers mentioned that pupils eagerly awaited the weekly class, and usually spoke about its activities after returning to their own classrooms. Efforts were made by several teachers to complement the instruction being provided in the mobile unit. The principal noted that feedback from parents was highly favorable, and that it was his feeling that the project was definitely improving relations between the Kinsey Elementary School and the adult community.

ATTAINMENT OF OBJECTIVES

The objectives of this program were attained. Project personnel were able to increase the voluntary adult participation in sewing projects while providing a varied program of instruction in cooking and nutrition to all of the students of the Kinsey Elementary School. In addition, both groups of participants were given formal and informal offerings related to consumerism. All acquainted with the Adult Education Resource Center had high praise for its staff and accomplishments.

CONCLUSIONS AND RECOMMENDATIONS

The following recommendations appear to be in order at this time:

1. The Home Economics supervisory staff of the School District of Philadelphia should give serious consideration to the expansion of this program. Other elementary schools and the adult communities they serve could benefit from this type of program.
2. If the program is not expanded as suggested above, it is strongly recommended that the mobile unit be relocated to the grounds of

another elementary school at the conclusion of the 1977-1978 school year. The forthcoming school term will represent the third during which the Adult Education Resource Center will have been located at the Kinsey School. Although highly successful in the attainment of its objectives, this project should be made available to another school and community where adults and students could avail themselves of its program.

ADULT VOCATIONAL EDUCATION PROGRAM

PROJECT AREA: All Areas

PERSON RESPONSIBLE FOR PROJECT: Mr. Jeffrey O. Jones

LOCATION/S: Standard Evening Program: West Philadelphia High School, Franklin High School, South Philadelphia High School, Martin Luther King High School, Northeast High School, and High School for the Retarded.

Apprenticeship Training Program: Dobbins Area Vocational Technical School, Mastbaum Area Vocational Technical School (Annex), Frankford Arsenal, Navy Yard, Operating Engineers, John F. Kennedy Vocational School, Navy Publications and Forms Center, Randolph Skills Center, Defense Supply Agency, and Police Academy.

NEW PROJECT: Yes _____
No X

PURPOSE(S) OF PROPOSAL:

_____ Curriculum
 X Instruction
_____ Staff Development
_____ Facilities and/or Equipment Installation
_____ Job Placement
_____ Other (Career Awareness and Pre-Employment Counseling)

DEGREE OF IMPLEMENTATION:

 X Fully Operational
_____ Partially Operational
_____ Non Operational

BUDGET: \$ 194,909.00

PROPOSAL NUMBER: 12-7057

CATEGORY: Adult Preparatory, Part B

PROJECT DESCRIPTION

This project consisted of two programs: The Standard Evening Program which was located in six schools, and the Apprenticeship Training Program which functioned in ten locations. The purpose of both programs was to provide vocational training

to out-of-school youth and adults to enable them to acquire the skills necessary to become employable, or to upgrade their present skills.

PROJECT HISTORY

The current school year was the second during which the Adult Vocational Education Program received funding. Last year's Apprenticeship Training Program involved 4,865 students enrolled in the vocational classes at twenty locations, and 3,396 pupils participated in the Standard Evening Program at five schools.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

Approximately 200 classes will be established and maintained during the period covered by this proposal. These classes will be at 20 different sites throughout the city, including, but not limited to the Frankford Arsenal, Naval Shipyard, General Electric Company, all Standard Evening High Schools, and the Defense Supply Agency. These classes will cover course-work in the trade and industrial, as well as office and technical occupation areas.

PROJECT IMPLEMENTATION

During the current school year, visits were tentatively scheduled to have been made to all schools participating in the Standard Evening Program. It was planned that during these visits the instructors involved in the program would complete questionnaires about the content and techniques of their instruction. A change in the evaluation personnel, however, prevented a meaningful number of visits from having been completed. The few questionnaires completed indicated that personnel were utilizing individualized teaching methods whenever possible.

Observations were conducted at three locations involved in the Apprenticeship Training Program. Students were observed at the Mastbaum Annex which was the site of the apprenticeship program in carpentry. Students were seen in their shop theory classes. There were ten instructors participating in the program, three of whom were provided by the Joint Apprenticeship Committee of the carpenters' union. The supervisor, whom the evaluator interviewed, stated that

attendance by the pupils was satisfactory. The main difficulties experienced by the project were economic in nature, and these were occasioned by the slow-down in the construction industry in this area. Indicative of the effect of this situation on the building trades was the fact that, although the fourth-year apprentices in the program numbered 185 individuals, only 35 had been accepted into this year's beginning class.

The program observed at Dobbins Area Vocational Technical School provided training in the trade areas of brick masonry, electricity, plumbing, tool and die making, sheet metal, and welding. Interviews with classroom instructors indicated that the required shop theory correlating to the on-the-job training was being provided, and that classroom time was set aside to discuss and resolve any problems the trainees experienced on the job. Questionnaires completed by 21 of the Dobbins instructors indicated that the content taught in the evening program was virtually identical to that given day-time students, with certain units of material omitted due to time limitations.

The painting apprenticeship program was located at the John F. Kennedy Center for Vocational Education. Students were observed both in class as well as working on various painting projects around the school facility.

The one instructor involved in the program felt that the system of having the trainees devote one day to classroom theory, and four days to on-the-job experience was most worthwhile. Enrollment records indicated that student attendance was satisfactory.

EVALUATION QUESTIONS

1. How many students participated in the Standard Evening Program? How many pupils were enrolled in the Apprenticeship Training Program?

Table I indicates the student enrollment figures, by location, as provided by the Division of School Extension of the School District of Philadelphia.

Table I

Total Enrollment Figures of
the Adult Education Program (1976-1977)

Standard Evening Program

West Philadelphia High School	1218
Northeast High School	1198
Franklin High School	532
South Philadelphia High School	529
Martin Luther King High School	316
High School for the Retarded	80
	3873 Total

Apprenticeship Training Program

Mastbaum Area Vocational Technical School Annex	842
Navy Yard	504
Dobbins Area Vocational Technical School	497
Naval Publications and Forms Center	188
Randolph Skills Center	173
Operating Engineers	93
Frankford Arsenal	72
Police Academy	36
John F. Kennedy Vocational School	35
Defense Supply Agency	27
	2467 Total

2. What vocational courses were offered to participating students?

The courses that were taught to students in the Standard Evening Program and in the Apprenticeship Training Program, as well as the number of classes that were offered in each subject, are listed in Table II.

Table II

Vocational Courses and Number of Classes
Available in Each to Participating Students

<u>Standard Evening Program</u>		<u>Apprenticeship Training Program</u>	
<u>Course</u>	<u>Number of Class Sections</u>	<u>Course</u>	<u>Number of Class Sections</u>
Typing	20	Plumbing	13
Stenography	11	Carpentry	9
Dressmaking	9	Business Education	6
Bookkeeping	7	Tool and Die Making	6
Office Practices	7	Masonry	5
Woodworking	3	Related Trade and Industry	4
Auto Mechanics	2	Auto Mechanics	3
Clerical Practices	1	Electronics	3
Drafting	1	Heavy Equipment (Construction)	3
Electronics	1	Typing	3
Family Relations	1	Electrical Construction	2
Machine Shop	1	Sheet Metal	2
Power Sewing	1	Stenography	2
Tailoring	1	Welding	2
Upholstering	1	Air Conditioning/ Refrigeration	1
		Automatic Controls	1
		Business Statistics	1
		Drafting	1
		Millworking	1
		Painting	1
Total Number of Course Offerings:	15	Total Number of Course Offerings:	20
Total Number of Class Sections:	67	Total Number of Class Sections:	69

ATTAINMENT OF OBJECTIVES

According to records provided by the Division of School Extension of the School District of Philadelphia, 6340 students were enrolled in a total of 136 class sections offered in approximately 35 subject areas during the 1976-1977 school year. On the basis of these figures, the objectives of this program, as generalized in its proposal, were attained.

CONCLUSIONS AND RECOMMENDATIONS

In view of the increased expenditure devoted to this project during the

current school year coupled with the decrease in student enrollment as compared with the previous school year, the supervisory staff of the Adult Vocational Education Program are urged to give careful consideration to the possible causes of this unfortunate situation. It is also recommended that, during the forthcoming school year, accurate records be maintained, not only of the student enrollment figures in each course being offered, but student attendance figures as well. On the basis of these records, the supervisory staff may then determine which course offerings should be provided at more sites, and which should be eliminated due to the lack of student demand or need.

BI-LINGUAL TEACHER-TUTOR FOR EMR OCCUPATIONAL TRAINEES
S.A. DOUGLAS OCCUPATIONAL SCHOOL

PROJECT AREA: Special Education

PERSON RESPONSIBLE FOR PROJECT: Mr. Irving Blau

LOCATION/S: Stephen Douglas School

NEW PROJECT: Yes _____
No X

PURPOSE(S) OF PROPOSAL:

_____ Curriculum
 X Instruction
_____ Staff Development
_____ Facilities and/or Equipment Installation
_____ Job Placement
_____ Other (Career Awareness and Pre-Employment Counseling)

DEGREE OF IMPLEMENTATION:

 X Fully Operational
_____ Partially Operational
_____ Non Operational

BUDGET: \$ 13,652.00

PROPOSAL NUMBER: 17-7037

CATEGORY: Part B, Handicapped

PROJECT DESCRIPTION

The purpose of this project was to provide the services of a bilingual tutor to assist in the vocational instruction of Spanish-speaking Educable Mentally Retarded (EMR) students. Services were provided for Spanish-speaking students in each of Douglas School's six occupational areas on an individual and small group basis and within the shops. Instruction was designed to improve students' understanding of the vocabulary of their specific vocational area and to teach the vocabulary and techniques needed for job placement. The tutor also acted as a

translator for the guidance counselors and for the job coordinator at the school and contacted Spanish-speaking parents at home, if necessary.

PROJECT HISTORY

This was the second year of operation of this project. The evaluation report for the 1975-76 year concluded that the project had met its stated objectives and was capable of successfully aiding Spanish-speaking students to achieve their vocational goals.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

1. To provide bilingual assistance to craft instructors having Spanish-speaking students enrolled in their shops.
2. To prepare English language impaired EMR students for the needs of the working world and for job placement.
3. To provide for any necessary home visits by Spanish-speaking professionals.
4. To prevent or reduce dropout rate of Spanish-speaking students by conversing to them in their "primary" language.

PROJECT IMPLEMENTATION

On-site observations during the year indicated that the tutor spent most of his time working with small groups of students (usually three at a time) in a small room assigned to him for that purpose. The students spent one period a day with the tutor several times a week, and the tutor would see an average of about 15 students a day. Twenty-six students out of a total of 77 Spanish-speaking students in the various shop classes were scheduled for this type of small group tutoring.

During the year, the tutor covered the following topics (emphasizing with each student whatever skills were most urgently needed): job-hunting skills; vocational skills; arithmetic, including use of money; foods; use of the telephone and the telephone directory; following instructions in school; shop vocabulary;

use of filing systems; use of classified ads. The tutor made up or acquired a wide variety of forms and worksheets for the students to use in practicing activities like filling out applications, solving problems, and learning the English names of common foods and objects. He also spent time with the individual shop classes, assisting the teachers to explain things to their students, and helped the guidance counselors speak to Spanish-speaking parents. When necessary, he also made contact with such parents at their homes.

EVALUATION QUESTIONS

1. In what subject areas and with how many instructors did the tutor work during the year?

The tutor worked with students in a total of eight different subject areas during the year, representing each of the school's six occupational areas. He worked with one teacher in each subject area. The six occupational areas, the subjects taught in each, and the number of Spanish-speaking students are shown in Table 1.

Table 1

Occupational Areas, Subjects, and Number of
Spanish-Speaking Students in Each Subject
at Douglas School

Occupational Area	Subject(s)	Number of Spanish-Speaking Students
Food Services	Restaurant Practice	11
	Foods (Cooking)	6
Power Sewing	Power Sewing	4
	Clothing Shop	40
Hospital Practice	Nursing	1
Wood Shop	Wood Shop	6
Laundry & Dry Cleaning	Laundry	3
Business Workshop	Typing-clerical	6
	Total	77

2. Did the bilingual tutor expose Spanish-speaking students to ideas and concepts of industry and employment?

On-site observations and inspection of the tutor's lesson plans showed that he had provided students with a wide range of instruction, both during the small group sessions described under Project Implementation and in the shop classes. The tutor worked with instructors in their classes, and with all 77 Spanish-speaking students shown in Table 1, not just with the 26 who were scheduled for small group tutoring. A detailed list of the topics the tutor covered during the year has been given under Project Implementation. These topics fell in the general categories of employment skills, vocational skills, and social skills. Students seemed able to follow the tutor's lessons, and to use the forms that he prepared for them.

3. What percentage of the Spanish-speaking population enrolled in vocational courses were served by the bilingual tutor?

As shown in Table 1, there were 77 Spanish-speaking students enrolled in vocational courses at Douglas School. Of these 77, the 26 with the most urgent need for instruction in English were scheduled for tutoring by the bilingual tutor each week. Each student visited the tutor three times a week for small group instruction. The tutor also worked in the shops with other Spanish-speaking students who needed less intensive help with English. Thus, about 34% of the Spanish-speaking population enrolled in vocational courses reported for small group instruction on a regular basis, the rest of the students being helped on a less formal basis through their shop classes.

4. What activities did the tutor engage in with parents during the year?

During the year, the tutor served as a translator for guidance counselors and for the school's job coordinator, when they met with Spanish-speaking parents at the school. This activity took place at least weekly. He also wrote letters home in Spanish for any school personnel who wished to write to parents, and

made telephone calls to parents about his tutoring activities and also about other school business. He also made occasional home visits to parents. During contacts with parents that were initiated by other staff members, the tutor said that he also discussed the tutoring program with the parents.

5. Did the presence of the tutor reduce the dropout rate of the Spanish-speaking students?

Examination of the records in the main office of the school indicated that during 1973-74 there had been two dropouts by Spanish-speaking students, and five such dropouts during the 1974-75 school year. No tutoring program operated during these years. During the 1975-76 school year, the first year that this program operated, there were four dropouts among Spanish-speaking students not enrolled in the tutoring program, and none among those who were enrolled in the program. During the current year, there was one dropout by a student not being tutored, and none among the Spanish-speaking students who were not tutored.

ATTAINMENT OF OBJECTIVES

The objectives of this project were accomplished. The tutor provided assistance to the shop teachers and their students within shop classes, and conducted tutoring sessions with small groups of students to teach them vocabulary and skills needed to function in the working world, and for job placement. The students seemed enthusiastic about the tutoring sessions, and were provided with a wide variety of work sheets and written materials.

CONCLUSIONS AND RECOMMENDATIONS

This project has provided a useful and valuable service to the Spanish-speaking students at Douglas School, as well as to their parents. The tutor worked with a total of 77 students this year, 26 of them in individual tutoring and the rest in the shop areas of Food Services, Power Sewing, Hospital Practice, Wood Shop, Laundry and Dry Cleaning, and Business Workshop. He taught them material related to their vocational and job-hunting needs. It is recommended that the present arrangement of individual and group tutoring be continued.

CATTO MINI-VOCATIONAL SCHOOL

PROJECT AREA: Special Education

PERSON RESPONSIBLE FOR PROJECT: Mr. Irving J. Blau

LOCATION/S: Catto Mini-Vocational School

NEW PROJECT: Yes _____
No X

PURPOSE(S) OF PROPOSAL:

_____ Curriculum
 X Instruction
_____ Staff Development
_____ Facilities and/or Equipment Installation
_____ Job Placement
 X Other (Career Awareness and Pre-Employment Counseling)

DEGREE OF IMPLEMENTATION:

 X Fully Operational
_____ Partially Operational
_____ Non Operational

BUDGET: \$49,406.00

PROPOSAL NUMBER: 17-7047

CATEGORY: Handicapped, Part B

PROJECT DESCRIPTION

This project was designed to provide students who had been unable to adjust to a regular school program with specialized vocational training in restaurant practices. Students selected for the program were either below the sixteenth percentile of the CAT test, identified by state certified school psychologists as having emotional problems, or identified by school psychologists as educable mentally retarded. These students were sent to the Catto Mini-Vocational school to receive individualized instruction and other specialized help. It

was believed that the area of food services would provide the greatest employment opportunities for these youth, especially in part-time jobs. A job placement coordinator was provided to assist in employment counseling and job placement through the Neighborhood Youth Corps and private industry.

PROJECT HISTORY

This was the second year of operation for this project. The evaluation results for the 1975-1976 school year indicated that the project objectives were achieved. The project provided students with an opportunity to develop job-related skills, through restaurant practice skills training and individual job counseling sessions, that would prepare them for adjusting to work experiences.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

1. To help students develop basic job related skills, attitudes and understandings which will enable them to live economically productive lives.
2. To use the classrooms as a laboratory or skill center in which actual work experiences can be shared, examined and analyzed.
3. To help students prepare for and adjust to the world of occupational experiences.
4. To provide remedial work, through job related exercises in basic handwriting, arithmetic, spelling and oral communications.
5. To develop a knowledge and understanding of techniques used in job-seeking, employment testing and job interview.
6. To acquaint the youth with laws relating to employment of youth, including regulations as to age, hours of employment, wages, type of employment, etc.
7. To provide an opportunity for investigation of career opportunities and areas of vocational interest in the light of newly acquired experience.
8. To develop a knowledge, understanding and appreciation of management's point of view in their attempts to carry out responsibilities.

PROJECT IMPLEMENTATION

Seven on-site visits were conducted at the Catto Vocational School. This school provided vocational training for students with special needs. This year's evaluation was limited to the restaurant practice course. Students were observed receiving vocational-technical training in restaurant practice skills as well as in academic subjects which included materials related to restaurant practice. In addition, pre-employment and on-going job counseling sessions conducted by the job coordinators were observed.

EVALUATION QUESTIONS

1. How many students from the restaurant practice course were placed in outside jobs by the Job Coordinator?

A review of the project's records showed that 32 students were placed by the Job Coordinator in outside jobs directly related to restaurant practice.

2. Did the pre-employment counseling sessions conducted by the Job Coordinator expose students to job related information that would assist them in acquiring and keeping a job?

The Job Coordinator did pre-employment counseling on an individual basis. Students were initially screened by teachers to determine their goals and interests. Six month and long term objectives were drawn up by teachers in conjunction with the Job Coordinator. Before a student was placed on a job, the Job Coordinator counseled the student on work habits, attitudes, employer relations, and how to get work-related papers in order. After a student demonstrated a desire to work and good attendance, he was placed by the Job Coordinator in a part-time job under the Neighborhood Youth Corps (NYC) program as a teacher's aide preparing breakfasts and performing other duties. After demonstrating the ability to handle work responsibilities he was placed in a restaurant practice course for training and observation. The Job Coordinator was constantly seeking employment opportunities for the students. When employment opportunities arose, students were assigned from the restaurant course. On-going individual counseling sessions concerning students' progress were conducted, utilizing feedback from

both teachers and employers.

3. Did the restaurant practice course expose students to the skills needed for entry level jobs in the food service industry?

Students were exposed to different facets of restaurant practice and academic training, and had to demonstrate abilities in all areas through written and practical examinations. The academic courses and materials were geared toward restaurant practice. Math, reading and vocabulary were centered around usage in restaurant practice. Students learned how to place food orders, how to replace equipment repair orders. Students also learned current health regulations.

ATTAINMENT OF OBJECTIVES

Project objectives were achieved. The project provided students with the opportunity to develop skills that would help prepare them to adjust to job experiences. The job coordinator instructed them in techniques used in job-seeking, employment testing, and job interviews. Students also obtained work experience through the Neighborhood Youth Corps and private industry.

CONCLUSIONS AND RECOMMENDATIONS

This project operated successfully this year in achieving all objectives. Students were given specialized training in restaurant practice and were helped to adjust to work experiences.

No recommendations are in order at this time.

A COMPUTER BASED INDIVIDUALIZED INSTRUCTIONAL SYSTEM
FOR THE OCCUPATIONAL SKILLS CENTER

PROJECT AREA: All Areas

PERSON RESPONSIBLE FOR PROJECT: Sylvia Charp

LOCATION/S: Instructional Systems (5th & Luzerne Sts.), Randolph Skills Center,
Swenson Skills Center

NEW PROJECT: Yes _____
No X

PURPOSE(S) OF PROPOSAL:

_____	Curriculum
<u> X </u>	Instruction
_____	Staff Development
<u> X </u>	Facilities and/or Equipment Installation
_____	Job Placement
_____	Other

DEGREE OF IMPLEMENTATION:

<u> X </u>	Fully Operational
_____	Partially Operational
_____	Non Operational

BUDGET: \$49,001.00

PROPOSAL NUMBER: 10-7330

CATEGORY: Part B, Regular

PROJECT DESCRIPTION

This program was concerned with the operation and maintenance of the computer management system at the Randolph Skills Center, and with the installation of a similar system at the new Swenson Skills Center, scheduled to open in September, 1977. The system was designed to record student progress at the skills centers, and to provide data on student attendance and lateness. It was also intended to provide individualized student work assignments based on a curriculum classification and student prescriptive process to be developed by the project staff.

PROJECT HISTORY

This was the third year of operation for this project. During the two previous years the computer management system was developed and installed at the Randolph Skills Center. Systems were developed for the maintenance of a student data bank to record census data and student attendance and progress at the center. By the end of the second year, a format for the organization of the skills center curriculum had been developed, but the organization itself had not yet been completed. Student use of the computer management system at the Randolph Skills Center did not take place until the current year.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

A computer based management system has been installed in the A. Philip Randolph Skills Center and will be installed in the Swenson Skills Center. The objectives of this effort by the Division of Instructional Systems are:

1. To operate and maintain the computerized attendance and census processes at the Randolph Skills Center. Data files will be constantly updated and reports available for the school administrators as they are required.
2. To operate and further develop the curriculum classification and student prescriptive processes. The curriculum will be organized and individualized computer-generated student work assignments will be produced. The computer will also schedule the students to the school's resources.
3. To provide computer support for and develop instructional strategies in work sampling for students that are exploring career choices. The computer will analyze the student's achieved skills and assist the counselors in advising on varied career patterns for further study.

4. To develop computerized scheduling of students to resources that are shared among occupational families, and are limited by the facilities available.
5. To provide for dissemination and for support for the installation of the total computerized system in the Swenson Skills Center.

PROJECT IMPLEMENTATION

On-site observations at the Randolph Skills Center revealed that students of all types, including Educable Mentally Retarded and orthopedically handicapped students, were able to use the card readers for the purpose of recording their arrival in the classroom and their completion of assigned tasks. Production by the computer of preliminary and final daily attendance lists was observed, and access to students' records was demonstrated for the evaluator. Output of overall census data and facilities utilization data for the Randolph Skills Center was also seen, and samples of students' quarterly evaluation reports ("report cards") were examined. At Swenson, installation of the card readers was still in progress by the end of the current funding year, in September, 1977, and no student use of the system was observed by that time. There was, however, an operating C/T terminal in the main office. A complete student file had been assembled for the first class of about 1600 students, and collection of curriculum information was in progress.

EVALUATION QUESTIONS

1. Did the development of the computer system follow the schedule established for the year?

Because of funding uncertainties during the current year, it was not considered reasonable to establish a fixed schedule of accomplishments until the level of funding available for the project was determined. The budget, as finally settled in the early part of 1977, allowed for the accomplishment of Objectives 1,2 and 5, as stated in the objectives section of this report. It was therefore expected that the project would operate and refine the computer management system

at the Randolph Skills Center, maintaining records of student attendance, census data, and task completion in an increasingly sophisticated manner. Curriculum classification and student prescriptive processes to generate individual work assignments were to be developed, so that the computer, rather than the teachers, could assign students to tasks. Also, installation of the computer management system at the new Swenson Skills Center was given a high priority.

By the end of the current year, many improvements had been made in the operation of the computer management system at Randolph. An individual student prescriptive process was not, however, available until the end of September, 1977, so that no student use of the prescriptive process was observed by the end of the funding year. The degree to which installation of the management system at Swenson was completed by September, 1977 has been described under Project Implementation. While no precise time schedule was available at the start of the funding year, the project operated at an entirely reasonable rate, considering the conditions that prevailed during the year.

2. What new refinements and capabilities were added to the computer system during the year?

Program personnel made the following refinements in the computer management system in use at the Randolph Skills Center. (The same procedures will also be usable at the Swenson Skills Center when its computer management system becomes operational.) Programs were modified this year so that student rosters could be created for any given date, in addition to the current date. The daily attendance reports were modified by adding a list of chronically absent or late students to the daily listings, and the attendance reporting procedures were made more versatile. Collection programs were modified so that more types of data could be transmitted from the data entry terminals, and the reduction of such data was made more efficient. All programs that produced reports were modified on site at the skills centers. Students evaluation reports were changed to give numerical grades as needed by the home schools, and programs were written to

facilitate updating and retrieval of curriculum information.

It is apparent from the above listing that substantial improvements and additions were made this year to the management procedures for the skills centers. These new procedures were used at Randolph, and are suitable for use at Swenson. The modifications outlined above actually included a number of other capabilities derived from the ones cited, but his list gives an overview of the nature of new programming completed this year.

3. In what ways did the use of the computer management system facilitate the operations at the skills center?

On-site observations and discussions with the personnel at Randolph indicated that the computer management system was perceived as useful in terms of providing attendance data and records of student progress, thereby relieving the staff of a great volume of manual record-keeping. Indeed, considering the mobility of students at the skills center, and the efforts made to individualize their instruction, such record-keeping might not be feasible without the use of a computerized system. The attendance, census, and progress-recording aspects of the system were operating at Randolph this year, and appeared suited to the needs of the student body and facility. Daily attendance lists, census records, and students' quarterly and final reports were successfully produced, and summaries of the records of all students in each home school were sent to the schools, as well as being given to the students.

4. Was the computer management system successfully installed at the Swenson Skills Center?

As noted under Project Implementation, installation of the computer management system at Swenson had not yet reached the stage where students could use the data input terminals (card readers), but other aspects of the system had been successfully implemented. Delays in this aspect of the project, as in many other projects, were due to layoffs in the School District of Philadelphia at the end of June, 1977, which prevented much work that would have been done during the summer.

ATTAINMENT OF OBJECTIVES

Because of funding limitations and layoffs, the project was not able to undertake any work on Objectives 3 and 4, relating to work sampling for career exploration purposes and the computerized scheduling of students to resources in the skills centers. Most of the work on the other objectives was completed or near completion by September, 1977, partly due to the fact that the project personnel, rather than attempt with the limited resources at hand to accomplish all five objectives, chose to concentrate on the three with the highest priority for 1977. Thus, a useful outcome was achieved for three objectives, and the others were left to be dealt with in the future.

CONCLUSIONS AND RECOMMENDATIONS

In spite of funding and layoff difficulties, project personnel managed to make substantial improvements in the operation of the computer management system at the Randolph Skills Center, and made considerable progress toward completion of an operating system at the Swenson Skills Center. Since completion of the rest of the facilities at Swenson was also impeded by the School District's fiscal problems, it is unlikely that the delay in setting up the management system at Swenson will be any special detriment to the operation of the facility during the coming year. It is quite reasonable to expect that the system at Swenson will be in operation by the time it is needed.

COMPUTER MANAGED INSTRUCTION FOR SPECIAL/VOCATIONAL
EMR PROGRAM - AIMS

PROJECT AREA: Special Vocational Education

PERSON RESPONSIBLE FOR PROJECT: Mr. Irving Blau

LOCATION/S: Carroll School, Kane School

NEW PROJECT: Yes _____
No X

PURPOSE(S) OF PROPOSAL:

 X Curriculum
 X Instruction
_____ Staff Development
_____ Facilities and/or Equipment Installation
_____ Job Placement
 X Other (Career Awareness and Career Exploration)

DEGREE OF IMPLEMENTATION:

 X Fully Operational
_____ Partially Operational
_____ Non Operational

BUDGET: \$ 52,323.00

PROPOSAL NUMBER: 17-6824

CATEGORY: Part B, Handicapped

PROJECT DESCRIPTION

This proposal was for the continued development and implementation of a computer managed instructional system designed to bring Educable Mentally Retarded (EMR) students to a level of mastery of basic skills that would increase their chances of success in vocational courses. Additional curriculum materials were developed for the program, and the project was extended to a second school (E. K. Kane) this year. An Individualized Prescription Center (I.P. Center) at each school was equipped with a computer terminal, a supply of individualized

instructional materials, and a full-time aide who supervised the students while they used the center. The computer maintained records of students' progress and made it possible for students to continue where they left off, even after the summer vacation. This feature was thought to be particularly useful, since most students were expected to require more than one year to complete the entire program.

PROJECT HISTORY

This project began in February, 1972. The evaluation report for that year concluded that the project objectives were being accomplished and stated that the project could serve as a model for special education students who were absorbed into regular classes. Project evaluations in subsequent years confirmed that instructional packets were developed and that students were able to use the individualized instructional system and received certificates for successful completion of learning objectives.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

- (1) Draft and develop diagnostic tests, for those areas and objectives in which packets are now available and for objectives in which materials will be written.
- (2) Prepare final assessments for all completed objectives.
- (3) Plan and develop at least 150 individualized instructional packets and learning activities in the defined areas encompassing the generalized basic objectives so that a more comprehensive series of materials is available for use by the target population.
- (4) Revise and update materials now in use by learners based upon the reactions of the educable mentally retarded youth in the program.
- (5) Prepare cassette tapes to accompany individualized instructional packets.
- (6) Provide increased vocational math and vocational reading achievement.

- (7) Provide a multi-sensory, multi-experiential approach in learning core tasks.

PROJECT IMPLEMENTATION

There were substantial delays this year in securing final approval for hiring the personnel needed for this program.

The aide needed for the I. P. Center at Carroll School was not hired until March 14, 1977, at which time she began to organize the center. Carroll School had had an I. P. Center before, but the program had not operated during the previous year and the computer terminal had been removed. The curriculum materials in the center had to be reorganized because of vandalism during the year the center was unoccupied, and a new terminal had to be delivered. The reestablishment of the center was facilitated by the fact that it was possible to hire the same aide who had been at Carroll before, eliminating the need for a great deal of training. First student use of the I. P. Center at Carroll took place on May 23, 1977; 72 students were served by the center during the remainder of the funding year.

The aide needed for the I. P. Center at Kane was hired on September 7, 1977, and started to organize the center at that school. It was necessary that this new aide be trained to operate the computer terminal, and this training was carried out by the project staff. The new aide enrolled 30 students in the center by the end of September, 1977, but no actual student use of the new center at Kane had taken place by that time. Materials needed to run the center were, however, on hand at Kane, and it was expected that students would start using the center by October, 1977.

Students were observed using the I. P. Center at Carroll School, where the first student use of the center took place on May 23, 1977. This center scheduled students to come in three at a time for 40-minute periods all during the day.

Students were seen using the written materials and cassettes, and operating the computer terminal with only minimal help from the aide, once they had been shown what to do. The computer terminal seemed to be a highly motivating factor in the program, and its use was evidently much enjoyed by the students.

EVALUATION QUESTIONS

1. Were diagnostic tests drafted and developed for those areas and objectives in which instructional packets were already available and for objectives in which materials were written?

A substantial amount of material was produced by this program before the current funding year, although the program was not funded for the 1975-76 year and funding was delayed until the spring of 1977. Based on the previously produced material, project personnel constructed three diagnostic tests for the Arithmetic part of the course, six tests of Vocational-Social Skills, five tests in Restaurant Practices, and three in Tailoring. These 17 tests became part of the regular instructional materials at Carroll School, and were available when the center at Kane was opened in September, 1977.

2. Were final student assessment instruments prepared for all completed objectives?

During the year, final student assessments were prepared for all objectives that still needed such instruments. These assessments, in the form of mimeographed test booklets, were prepared in the following areas: three in Arithmetic, six in Vocational-Social Skills, five in Restaurant Practices, three in Tailoring, and three in General Shop Safety. These 20 assessments were duplicated and sent to the I. P. Centers for student use.

3. Were new individualized instructional packets planned and developed by the teachers at Carroll School this year?

Because of funding delays, the teachers at Carroll School did not start writing new instructional packets until April 13, 1977. Between that date and the end of June, four teachers and the principal at the school each worked for 70 hours, and wrote packets in the areas of Food Service, Tailoring, Vocational-

Social Skills, and Arithmetic. The packets written at the school were sent, as in previous years, to project personnel at the Instructional Systems Division, who completed the final editing, typing, and duplicating of the materials. Table 1 shows the production of packets at Carroll School this year, and the total numbers of packets edited, typed, and duplicated at the Instructional Systems Division by the end of the funding year. The work done at the Instructional Systems Division included duplication of packets from previous years, which explains why the total number of packets involved is greater than the year's production at Carroll School. Packets that were duplicated by the end of the year were sent to the I. P. Centers.

4. Were materials used by learners this year revised and updated, based on the reactions of the EMR students in the program?

The program operated for too short a time this year to allow the accumulation of much data from students concerning their reactions to the units. Nevertheless, 12 packets from the Introduction to the I. P. Center were revised and updated this year on the basis of experience in the I. P. Center at Carroll. These revised materials were included in Table 1. The nine units that were duplicated were distributed to the I. P. Centers for student use.

5. Were cassette tapes to accompany individualized instructional packets prepared this year?

During the current year, 26 tapes to accompany diagnostic tests and final measures and 56 tapes to accompany curriculum content packets were prepared by project personnel at the Instructional Systems Division. All 82 tapes prepared this year were placed in the I. P. Centers and were available for student use.

Table 1
Instructional Packets Written, Edited,
and Duplicated by the AIMS Project
During the Current Year

Curriculum Area	Written at Carroll School	Work Done at the Instructional Systems Division		
		Edited and Ready for Typing	Typed and Ready for Duplication	Duplicated
Restaurant Practice	14	2	9	28
Tailoring	9	12	10	9
Vocational-Social Skills	20		28	46
Arithmetic	9	9	2	2
General Shop Safety		8	18	2
Introduction to the I. P. Center			3	9
Totals	52	31	70	96

6. Were the students in this program provided with a multi-sensory, multi-experiential approach to learning which they could utilize effectively?

The instructional program utilized mimeographed individualized instructional packets and accompanying tape cassettes, and a computer terminal which provided students with a printout of their performance and with some other materials, such as practice arithmetic problems. When observed at Carroll the students seemed to understand the packet materials and had no difficulty in operating the computer terminal. They were able to answer successfully the questions accompanying the booklets; they appeared to be highly motivated by the computer terminal, and enjoyed using it. The program therefore seems to have succeeded in producing materials and procedures which the students were able to utilize.

7. How many students successfully completed instruction in each of the curriculum areas in this program?

At Kane, the I. P. Center was set up too late in the year for any student use of the center before the end of September. At Carroll, however, 72 students started to use the center on May 23, 1977. The center was able to accommodate about 12 students a day, in groups of three at a time. The only areas in which any students completed objectives were Introduction to the I. P. Center and Vocational-Social Skills. Altogether, 24 students completed a total of 55 instructional packets. Of these packets, 10 were final measures, indicating completion of an objective. One student completed Introduction to the I. P. Center and the first objective under Vocational-Social Skills, while eight others completed the Introduction to the I. P. Center. These nine were the only students to complete a final measure of an objective.

ATTAINMENT OF OBJECTIVES

While the objectives of this program were achieved, they were accomplished under conditions that made the impact of the program on the students at Kane and Carroll quite minimal. The writing, editing, and duplicating activities of the project staff and the opening of a new center at Kane increased the potential of this program to deal with the needs of EMR students. The delayed provision of services to students, however, meant that the work done this year contributed more to the future benefit of EMR students than to their immediate instruction.

CONCLUSIONS AND RECOMMENDATIONS

The shortcomings of the AIMS program this year can be directly attributed to the delays in funding approval referred to in the preceding sections. Conclusions as to the effectiveness of the materials produced this year, or in preceding years, must await their implementation with more students and for a longer period of time than was possible this year. The basic approach of the program to the production of materials for EMR students seems suitable.

It is recommended that an effort be made in future years to secure data about the reactions of EMR students to the instructional materials and to revise the existing materials in accordance with such data.

CONSUMER AND HOMEMAKING EDUCATION IN CONTINUING EDUCATION CENTERS

PROJECT AREA: Consumer and Homemaking

PERSON RESPONSIBLE FOR PROJECT: Mrs. Frances Chwalinska

LOCATION/S: Central South, Germantown, West and Kensington Continuing Education Centers

NEW PROJECT: Yes _____

No X

PURPOSE(S) OF PROPOSAL:

 X Curriculum

 X Instruction

_____ Staff Development

_____ Facilities and/or Equipment Installation

_____ Job Placement

_____ Other (Career Awareness and Pre-Employment Counseling)

DEGREE OF IMPLEMENTATION:

 X Fully Operational

_____ Partially Operational

_____ Non Operational

BUDGET: \$63,432.07

PROPOSAL NUMBER: 22-6006

CATEGORY: Part F

PROJECT DESCRIPTION

Nutrition, consumerism, personal hygiene, child psychology, and the pre- and post-natal care of infants were among the main topics of instruction that formed the curriculum of this project for pregnant students. Staffed by three itinerant Home Economics teachers, this project was located at four locations and emphasized to about 650 students during the current school year the rewards and responsibilities of being competent mothers and knowledgeable consumers.

PROJECT HISTORY

Beginning with one staff member in 1971, the Consumer and Homemaking Education in Continuing Education Centers program has experienced continuous expansion. During the 1975-1976 school year its staff was increased to three teachers, providing instruction to students at six different sites. This growth pattern, however, has appeared to peak, and during the current school year the number of students served by the program diminished when compared with previous years.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

1. To provide pregnant teenagers, with instruction and experiences in child care, nutrition, management, consumer education and personal care and grooming.
2. The instructors will develop and assemble curriculum materials and instructional aids to meet the needs of pregnant teenagers and teenaged parents.
3. To help the pregnant teenager to learn to cope with the responsibilities and problems involved in being parent, student and family member.
4. To make the teenager aware of her responsibilities in meeting the growth and developmental needs of her child.
5. To encourage the teenager parent to become aware of and to effectively use opportunities for developing management skills.

PROJECT IMPLEMENTATION

During the school year six observations were conducted. The facilities at the four project sites visited were deemed by the evaluator and the teachers to be adequate. The types of activities varied greatly during the observations. Some classes consisted of the viewing of audiovisual materials, while others involved the students' participating in hands-on activities. On most occasions the instructors appeared well prepared and interested in assisting the students. Generally the pupils were attentive and cooperative, although on every visit a few students were observed not participating in the classroom activities due

to a lack of personal interest or due to personal illness.

EVALUATIONS QUESTIONS

1. How many students were enrolled in the program?

According to the records maintained by the Office of Comprehensive Services for School-Age Parents of the School District of Philadelphia, a total of 475 pregnant teenagers were enrolled in this program during the current school year. This figure represented a decrease from the 590 students participating in the program during the 1975-1976 school year. Attendance forms submitted by the three staff members for the months of September, 1976 through June, 1977 indicated that these students attended a total of 3442 class sessions. Each girl in the program, therefore, received an average of approximately eight class periods of instruction.

2. What curriculum materials were developed for the program?

A limited collection of supplementary materials was devised during the school year. Because the staff members of this program, however, failed to create a format for materials to be developed, the curriculum materials produced were of very limited value, in the opinion of the Project Manager.

3. In what general activities were the enrolled students engaged during classroom sessions?

The observations conducted by the evaluator revealed students generally participating in discussions with their teachers on such subjects as pre-natal health, the nutritional content of various foods, as well as food additives. Hands-on activities included making cookies as well as inexpensive toys for infants. As noted, the students were generally cooperative. The instructors attempted to increase participant understanding and interest, whenever possible, through the use of various audio-visual materials.

4. Were the students satisfied with the program?

Informal interviews were conducted with approximately twelve randomly selected students during the current school year. Without exception, all stated

that they felt that what they were learning would be of use to them after they delivered their children. The students likewise felt that the instructors made the classes interesting, and encouraged the pupils to ask questions about material they did not understand.

ATTAINMENT OF OBJECTIVES

Aside from the failure to develop curriculum materials deemed to be worthwhile by the Project Manager, the objectives of this program were attained. Pregnant students were provided with practical instruction in preparation for their anticipated parenthood.

CONCLUSIONS AND RECOMMENDATIONS

Home Economics instruction and activities specifically relating to the preparation of students for parenthood appear to have great merit, particularly for pregnant teenagers. This program, however, has continued to decline in student participation primarily because a greater number of pregnant pupils are electing to remain in their "home" schools rather than transfer temporarily to continuing education centers.

For the 1977-1978 school year, the staff of the Consumer and Homemaking Education in Continuing Education Centers is being reduced from three teachers to one. This appears to be appropriate in view of the fact that fewer students are being served by the program.

CONSUMER AND HOMEMAKING FOR RETARDED TRAINABLES

PROJECT AREA: Special Education and Home Economics

PERSON RESPONSIBLE FOR PROJECT: Mr. Irving Blau, Mrs. Frances Chwalinska

LOCATION/S: Muhr, Spruance, Brooks Educational Center, Bartlett, Hill, Elverson,
Frederick Douglass, Sullivan, Poe

NEW PROJECT: Yes _____
No X

PURPOSE(S) OF PROPOSAL:

_____ Curriculum
 X Instruction
 X Staff Development
_____ Facilities and/or Equipment Installation
_____ Job Placement
_____ Other

DEGREE OF IMPLEMENTATION:

 X Fully Operational
_____ Partially Operational
_____ Non Operational

BUDGET: \$137,045.87

PROPOSAL NUMBER: 22-6828

CATEGORY: Consumer and Homemaking, Part F

PROJECT DESCRIPTION

This project, functioning full-time in five centers and part-time in four others, was designed to provide retarded trainable youngsters with basic instruction in Home Economics. Educational activities were directed toward enabling the students someday to become self-sufficient. In addition, a week of staff development instruction was offered to the staff as an opportunity for them to exchange ideas on the teaching of Home Economics to retarded trainables.

PROJECT HISTORY

Initiated in 1969, the Consumer and Homemaking for Retarded Trainables program has experienced a record of growth in teaching retarded trainables in such areas as home management, cooking, consumer education, and personal care. Since 1973 the major focus of the program has been on the identification of and instruction in those skills required to make students self-sufficient.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

1. To continue to develop a program of consumer and homemaking education to meet the needs of multi-handicapped.
2. To help retarded trainable students develop those skills of personal care which will make them self-sufficient.
3. To help retarded trainable students develop the skills which will make them eligible for additional training for employment in sheltered workshops.
4. To conduct staff development for all homemaking teachers assigned to retarded trainable students in the Philadelphia schools.

PROJECT IMPLEMENTATION

Six observations of classroom activities were conducted by this evaluator during the second semester of the 1976-1977 school year. The facilities at the five full-time centers were deemed by the teachers and the evaluator to be excellent. Classrooms were clean, well-ventilated, and arranged in an efficient but warm manner. The instructional staff attempted to make the environment as pleasant and as inviting as possible.

Only in the one part-time center visited by the evaluator could the facilities be classified as very unsatisfactory. There, a teacher, on temporary appointment since February, 1977, was attempting to teach the students in a small lunchroom equipped with one electric outlet. The instructor informed the evaluator that the facilities at the other part-time project sites were just as deficient, if not worse.

Staff development meetings conducted during July, 1977 were also observed on two occasions. During these observations the participants discussed in a realistic and forthright fashion the many problems of teaching retarded trainables, and their possible solutions.

EVALUATION QUESTIONS

1. What was the number of students participating in the project?

As of February 1, 1977, 340 retarded trainable pupils were receiving instruction in Home Economics at the five full-time centers. In addition, another 100 youngsters were being taught on a part-time basis at four other sites.

2. In what specific pre-vocational activities did participating students engage?

The six observations conducted during the current school year indicated a wide variety of activities being implemented in the classrooms. The teachers frequently urged the students to work together in a cooperative manner in order to complete tasks. Among the various student projects being worked on was the making of containers to hold magazines and newspapers, ironing kitchen aprons, setting tables for lunch, washing dishes, and sewing buttons. In general, the instructors displayed warmth and patience in their relationships with students. The instructors were assisted by teachers' aides who facilitated the degree of individualization so important in hands-on activities.

3. What activities were planned and implemented at staff development sessions?

From July 11 through July 15 staff development sessions were conducted for the teachers in this program. In attendance were four of the six instructors. Two sessions were observed, and, as noted, an opportunity was provided for the staff to exchange ideas on common problems. Perhaps of even greater utilitarian value was a revised checklist of skills that the instructors felt

every retarded trainable child should learn in the areas of clothing and textiles, food and nutrition, housing and design, human development, and management and consumer education. In addition, a laundering unit containing step-by-step procedural instruction for a variety of tasks was completed by the participants. This unit may serve as a prototype which will enable the teachers to devise units for other Home Economics activities.

ATTAINMENT OF OBJECTIVES

The objectives as specified in the project proposal were realized. The retarded trainables enrolled in the program were provided hands-on instruction in a variety of skills designed to facilitate their self-sufficiency. Project personnel, in addition, were given the opportunity to attend one week of staff development sessions.

CONCLUSIONS AND RECOMMENDATIONS

For the forthcoming year, the following recommendations appear in order:

1. The administrative staff of the Home Economics department is urged to visit the classrooms, and then consult with the principals in those schools where part-time centers are housed, to determine how existing facilities can be improved. Expecting a teacher to provide worthwhile instruction to retarded trainable youngsters in cramped, unpleasant, and deficient quarters represents an injustice to the students, to their teacher, and to this program.
2. Opportunities for staff development sessions throughout the school year should be provided to the teachers. Such meetings would furnish them with the chance to exchange ideas on teaching methods and student projects that may be completed.

CONTINUATION OF AN OJT PROGRAM IN DISTRIBUTIVE EDUCATION (WAREHOUSING)

PROJECT AREA: Distributive Education

PERSON RESPONSIBLE FOR PROJECT: Mr. Harry Neff

LOCATION/S: Naval Publications and Forms Center

NEW PROJECT: Yes _____
No X

PURPOSE(S) OF PROPOSAL:

_____ Curriculum
 X Instruction
_____ Staff Development
_____ Facilities and/or Equipment Installation
_____ Job Placement
_____ Other (Career Awareness and Pre-Employment Counseling)

DEGREE OF IMPLEMENTATION:

 X Fully Operational
_____ Partially Operational
_____ Non Operational

BUDGET: \$11,701.00

PROPOSAL NUMBER: 13-7077

CATEGORY: Disadvantaged Part B

PROJECT DESCRIPTION

During the current school year, 68 economically disadvantaged seniors from Olney High School received training, with compensation, in warehousing and office practices at the Naval Publications and Forms Center. The students devoted one half of the school day to work, while, during the other half they received instruction in the areas of English, Social Studies, Distributive Education, and Business Mathematics. Classrooms were located at the Naval Publications and Forms Center complex, and instruction was provided by two

instructors from Olney High School.

PROJECT HISTORY

This program first received funding for the 1974-1975 school year. During that year 35 students were enrolled in the program. Last year the contingent of students was increased to 58, and the project staff was augmented to a total of two instructors. Whereas initially every student was involved in some type of warehousing work, during the 1975-1976 school year student assignments came to include a variety of clerical positions as well.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

1. To prepare students for entry-level jobs in the field of warehousing.
2. To provide paid on-the-job training related to the classroom instruction.
3. To provide academic instruction in state-mandated subjects required to meet graduation requirements.

PROJECT IMPLEMENTATION

During the current school year eight observations were conducted in the two classrooms located at the Naval Publications and Forms Center. Both air-conditioned rooms were deemed satisfactory by the instructors and by the evaluator. Interesting bulletin boards featuring various student projects were neatly devised and changed regularly.

The classroom observations revealed the students to be generally cooperative and interested in the subject matter being discussed. Instruction was observed in such topics as the preparation of packing labels, voter rights, monthly bank statements, vocabulary understanding, and current events. Both teachers appeared well-organized, and had devised in advance a structured curriculum designed to meet the individual learning needs of their twelfth grade students. In addition to the classroom visits, two observations were conducted of students working at their jobs. Pupils informally interviewed in the Map Center of the facility expressed satisfaction with

their work assignments. Every precaution appeared to have been taken to insure the safety of the student workers. Supervisors familiar with the work of the ten students assigned to the Map Center were enthusiastic about the program and its participants. Although some problems related to attendance and punctuality on the job did exist, the general feeling was that the students were cooperative and willing to learn.

EVALUATION QUESTIONS

1. How many students were enrolled in the program?

When this year's program got underway in September, 68 students were enrolled in it. By the conclusion of the school year, 66 students completed the program.

2. What activities were included in the classroom and work experience segments of the project?

As noted, the classroom activities were designed to enable the senior students to meet state-mandated requirements for graduation. One teacher provided instruction in Business Mathematics and Distributive Education while her colleague taught Social Studies and English. A variety of teaching methods was employed, with emphasis being placed on student discussion.

The work experiences of the students were divided into two general types. Thirty-six students were engaged in actual warehousing activities (such as packing, collating, stacking, etc.) with the remaining thirty-two involved in various clerical duties. Throughout the year a small number of the students were moved from one job to another within each of the two general types of employment in order to improve their skills or their attitudes toward work.

3. Were the students satisfied with the project, as well as with the method and content of instruction provided by their work supervisors?

In March, 1977, detailed questionnaires were completed by sixty of the pupils enrolled in the program. The results indicated that most of the students were satisfied with the academic and vocational aspects of the program.

The few negative comments expressed related mostly to the tediousness of certain warehousing tasks and dissatisfaction with the \$2.30 per hour wage. In addition, a few negative comments were received, primarily from college-bound students, that the academic instruction was highly repetitive and too elementary in nature. Of the sample questioned, 82% indicated satisfaction with the method and content of instruction provided by their work supervisors.

4. What percentage of the students completing the course expressed the desire to seek full-time employment at warehousing at the conclusion of the project?

Questionnaire results obtained in March, 1977 indicated that 44% of the 60 students responding would seek full-time warehousing employment, 21% definitely would not, and 35% were uncertain.

ATTAINMENT OF OBJECTIVES

The objectives as stated in the project proposal were attained. The students were provided with on-the-job training in various aspects of warehousing and clerical work. In addition to compensation for their labor, the participants received beneficial work experience as well as academic training.

CONCLUSIONS AND RECOMMENDATIONS

As was pointed out in last year's Final Report on this project, the recruitment of college-bound students for this program is academically questionable and represents a disservice both to the student employee and to his employer. Why this program is provided only to the students of one high school likewise remains unclear. Although project objectives were attained during the current school year, a careful analysis needs to be made by all interested parties as to whether this project should be continued in its present form, or expanded to include interested and qualified students from high schools in addition to Olney High School.

CONTINUATION OF THE ALLIANCE FOR CAREER EDUCATION TO DEVELOP EXPLORATORY
PROGRAMS AND CAREER PLANNING SYSTEMS -- GRADES 9-12

PROJECT AREA: All Fields

PERSON RESPONSIBLE FOR PROJECT: Mr. John Maier and Mr. Douglas Mahoney

LOCATION/S: Bartram, Bok, and Dobbins Area Vocational Technical Schools;
Cooke, Sayre, and Sulzberger Junior High Schools

NEW PROJECT: Yes _____
No X

PURPOSE(S) OF PROPOSAL:

_____	Curriculum
<u> X </u>	Instruction
<u> X </u>	Staff Development
_____	Facilities and/or Equipment Installation
_____	Job Placement
<u> X </u>	Other (Career Awareness and Pre-Employment Counseling)

DEGREE OF IMPLEMENTATION:

<u> X </u>	Fully Operational
_____	Partially Operational
_____	Non Operational

BUDGET: \$91,216.00

PROPOSAL NUMBER: 10-7329

CATEGORY: Part B, Regular

PROJECT DESCRIPTION

Following staff development meetings in December, 1976, a group of 49 educators pilot- or field-tested career exploratory simulations and career planning packets that had been devised by the Center for Vocational Education (CVE) of the Ohio State University. (Pilot-testing was defined by CVE as the first year testing of materials in an educational setting. The second year use of the same materials constituted field-testing.) Following the testing procedure, the teachers and counselors reconvened to discuss their experiences in utilizing the CVE materials. This project also offered all

the students who participated in the testing of the simulations or packets the opportunity to visit a mobile career laboratory where hands-on experiences were provided relating to various trades and occupations.

PROJECT HISTORY

The Alliance for Career Education is a consortium involving the Center for Vocational Education of the Ohio State University and the school districts of Philadelphia; Boston; Milwaukee; Charleston, South Carolina; Flint, Michigan; Madison, Wisconsin; and Salinas, California.

Philadelphia first became involved in the Alliance late in the 1973-1974 school year. Career exploratory simulations and career planning packets were tested by a group of 20 teachers and counselors during the 1974-1975 school year. The number of educators involved in the project was expanded to 36 for last year's testing. This year's project involving 49 educators in six different schools represented Philadelphia's greatest degree of participation to date in the consortium endeavors.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

A. Exploration

1. To provide at least five staff development sessions for forty-nine teachers involved in the program.
2. To pilot test the materials that were developed during the 1975-76 school year in the following clusters: Arts & Humanities, Health & Welfare, Product Services, and Education.
3. To field test the revised materials which were pilot tested during the 1975-76 school year in the following clusters: Construction, Natural Resources, Communications, Trade & Finance, and Personal Services.
4. To begin the implementation process necessary to make available for classroom use completed simulation packages for the following clusters: Government, Manufacturing, and Recreation & Entertainment.

B. Career Planning System

1. To pilot test the Career Planning System for the tenth, eleventh, and twelfth grades which was developed during the 1975-76 school year.
2. To field test the revised Career Planning System which was piloted during the 1975-76 school year.
3. To provide at least three staff development sessions for the teachers and counselors using the Career Planning Systems in objectives B-1 and B-2 above.

C. Career Mobile Unit

1. To provide each school an opportunity to engage in hands-on exposure in at least one of the following areas: Drafting, Electrical Wiring, Plumbing & Pipe-fitting, Carpentry, Heating and Air Conditioning, Office and Sales, Needle Trades, Sheet Metal, Small Engine Repair, and Medical Services.

PROJECT IMPLEMENTATION

Twenty-five observations were conducted by the evaluator of project activities.

Due to funding delays, the project did not get underway until December 11, 1976. On that day staff development sessions were attended by 29 of the educators involved in the testing of the CVE materials. Following a presentation by representatives from the Center for Vocational Education on the scope and content of the materials thus far devised, materials to be tested were distributed. The participants were given adequate time to inspect the various career exploratory simulations and the career planning packets. The opportunity was also provided for the educators to receive suggestions from the CVE representatives as to how the pilot- or field-testing of the materials might be implemented.

Between February and April, 1977, seventeen observations were made of the career exploratory simulations being used in a variety of classroom situations. For the most part, the instructors were positive in their reactions to the materials. Although many found the simulation booklets

somewhat difficult for their students to understand, nevertheless, with proper direction and assistance the pupils were able to complete the simulation activities. The students generally appeared interested in the materials. When informally interviewed, most understood the point of the activities. In one instance classroom discipline was found to be so lacking as to render the testing of a simulation unproductive, but in all other cases the testing activity appeared worthwhile to the participating teachers and students.

Whereas the use of the career exploratory simulations was observed to be of interest to the students, the pilot- and field-testing of the career planning packets left a great deal to be desired. Generally the seven observations revealed somewhat chaotic conditions resulting from a lack of discipline, student apathy toward using the materials, and/or the failure of the instructor to implement properly the testing of the materials. In only one instance were the packets felt by the observer to be used in the intended manner, and that was in a somewhat atypical commercial class made up of the academically talented.

EVALUATIONS QUESTIONS

1. Did the Center for Vocational Education of the Ohio State University fulfill the following eight procedural agreements, as specified in the project proposal?
 1. CVE will reproduce and deliver eleven (11) career educational instructional program guides with resource kits to the Philadelphia School District.
 2. CVE will in-service a selected staff with regard to implementation of that curriculum.
 3. CVE will collect, code and process and evaluate data from the implementation of that curriculum.

4. CVE will interpret and evaluate data based upon the above mentioned curriculum and furnish Philadelphia School District with revisions and recommendations.
5. CVE will in-service selected members in the instructional use of and the evaluational use of these nine (9) cluster programs.
6. CVE will in-service appropriately selected staff members for pilot test techniques of four (4) occupational cluster instructional programs.
7. CVE will collect, code and analyze evaluation data from pilot test of the four above mentioned occupational cluster programs.
8. CVE will recommend revision process and initiate those process upon approval of appropriate school district staff members.

The Center for Vocational Education delivered to the School District of Philadelphia all the materials to be pilot- or field-tested, as called for in the project proposal. In addition, staff development meetings were conducted by CVE personnel with sufficient assistance made available to the participating educators to facilitate the testing activity. As three of the eight procedural agreements required, CVE also collected, processed, and evaluated all data derived from the use of the materials in various classrooms. These data were interpreted by CVE, with detailed results verbally made available to the School District in October, 1977. It was reported by the Project Manager that a formal report indicating Philadelphia's performance as compared with the performance of other consortium school districts will be delivered in January, 1978. With the receipt of the CVE interpretative results of the testing activity, all procedural agreements between the School District of Philadelphia and the Center for Vocational Education will have been fulfilled.

2. What were the activities included in the staff development meetings for teachers and counselors testing CVE materials?

The one staff development meeting observed by the evaluator was highly informative. At this introductory session in December, 1976, CVE personnel

presented the participants with an explanation of the materials and a brief account of their development and testing. Round-table discussions of an informal nature allowed the participants to inspect all of the materials that were to be tested. Teachers were given helpful suggestions as to how the testing might best be completed. In general, the participants appeared interested in the activities. CVE personnel were enthusiastic in their presentations and provided the educators with a worthwhile staff development session.

3. Were the Exploration materials, developed during the 1975-1976 school year in the Arts and Humanities, Health and Welfare, Product Services, and Education clusters, pilot-tested?

Observations were conducted of simulations being pilot-tested in all of the forementioned clusters. By far the Arts and Humanities simulation entitled "Festival" created the greatest interest among the pupils using it. At one school, in fact, an arts festival was conducted in April, 1977, with pupils completing the tasks related to exhibit management, publicity, and catalog design. Success was generally achieved with the other simulations, but the "Hills of Milltown," "Service Calls," and "Willard Rye Junior High" required more teacher guidance and modification for student use than did the other simulations. Instructors interviewed were urged to transmit to CVE their actual experiences in using the simulations, as such input would represent the basis for future revisions of the materials.

4. Were the revised Exploration materials, pilot-tested during the 1975-1976 school year in the Construction, Natural Resources, Communications, Trade and Finance, and Personal Services clusters, field-tested?

All of the pilot-tested materials were field-tested, as scheduled. Observations of the Construction simulation, "Wilawala Lake Community," indicated that the students experienced some bewilderment and difficulty in implementing the activities. The same problems had been noted by the evaluator

during last year's pilot-testing of the simulation. The Communications, Trade and Finance, and Personal Services simulations, on the other hand, generated a great deal of interest among the students. In one classroom a printed newspaper resulted from the "Inkslinger" simulation. The students engaged in testing the "Convention" and the "Shirttails" simulations appeared enthusiastic about the materials. No observations were made of the "Country Road" simulation being tested in the classrooms.

5. Was the implementation process, necessary to make available for classroom use completed Exploration packages for the Government, Manufacturing, and Recreation and Entertainment clusters, undertaken?

By September, 1977, photo-ready copies of "Trouble in Cedar City," "Project Krazee Kites," and "Lunchbox Theater" - that had been field-tested during the 1975-1976 school year and later revised by CVE - were made available for use by the School District of Philadelphia. At present, determinations are being made as to the level and extent of their future usage by secondary students.

6. Was the revised Career Planning System, pilot-tested during the 1975-1976 school year, field-tested?

As projected, the Career Planning System was field-tested in two area vocational technical schools and in two junior high schools. As mentioned, observations indicated generally unsatisfactory experiences in their usage. Students appeared either bewildered by or apathetic toward the materials. When asked, several mentioned that the system exercises seemed worthwhile, but that everyone in a classroom would need to cooperate if the group interaction were to be meaningful. Such cooperation would presuppose a level of discipline that was lacking in several of the classrooms observed. Although the teachers interviewed expressed the opinion that the Career Planning System had much to recommend it, they nevertheless felt that the average Philadelphia pupil would not derive much benefit from it without a great deal of assistance from a teacher or a guidance counselor.

7. Were students provided hands-on experiences at one or more work stations in the Career Mobile Unit?

The opportunity was provided for every student testing the CVE materials to engage in hands-on experiences in various trades and occupations by means of work stations located in a Career Mobile Unit, or in the school itself. Project management records disclosed that 419 pupils availed themselves of these activities on the junior high school level.

ATTAINMENT OF OBJECTIVES

All objectives were attained this year. The career exploratory simulations were pilot- or field-tested as projected. The implementation process, necessary to make available for use in Philadelphia classrooms previously tested and revised simulations, was undertaken. The career planning packets were likewise tested in a variety of educational settings. And all pupils involved in the testing of the Exploration materials or the Career Planning System were given the opportunity to engage in hands-on experiences by means of work stations in the Career Mobile Unit or in their own schools.

CONCLUSIONS AND RECOMMENDATIONS

Although student and teacher responses to the CVE materials varied greatly, this project was successful in providing a realistic pilot- or field-testing procedure which will be valuable in the future revisions of the exploratory and career planning systems.

The only area of concern relates to the availability of data to be provided by the Center for Vocational Education of the Ohio State University. As noted in last year's Final Report on this project, CVE personnel need to understand the important role that evaluation results play in the future funding of projects of this type. To permit over eight months to elapse between the reporting of

data by the School District of Philadelphia, and its final analyses by CVE, appears somewhat unreasonable. CVE personnel are again urged to take into serious consideration the consequences of their delayed reporting of data to consortium school districts.

COUNSELORS SEMINAR - THE WORLD OF WORK

PROJECT AREA: All Fields

PERSON RESPONSIBLE FOR PROJECT: Mr. Samuel Munder

LOCATION/S: Various Industrial and Commercial sites located city-wide

NEW PROJECT: Yes _____

No X

PURPOSE(S) OF PROPOSAL:

_____ Curriculum
_____ Instruction
 X Staff Development
_____ Facilities and/or Equipment Installation
_____ Job Placement
 X Other (Career Awareness and Pre-Employment Counseling)

DEGREE OF IMPLEMENTATION:

 X Fully Operational
_____ Partially Operational
_____ Non Operational

BUDGET: \$8,410.00

PROPOSAL NUMBER: 10-6419

CATEGORY: Regular, Part B

PROJECT DESCRIPTION

During the second semester of the current school year a group of guidance counselors assigned to junior and senior high schools was given the opportunity to make on-site observations at a wide variety of business and industrial outlets. These visits were sponsored in cooperation with the Greater Philadelphia Chamber of Commerce. With one exception, the eight observations were full-day sessions, and typically consisted of formal presentations by representatives of the host company or organization, a tour of the facilities with opportunities

provided for participants to talk with employees, and a question and answer period.

PROJECT HISTORY

This project was initiated through the efforts of the Greater Philadelphia Chamber of Commerce in 1974, but it did not receive funding under the Vocational Education Act of 1968 until its second year of operation. The current school year, therefore, represented the second during which the Counselors Seminar - The World of Work was funded and evaluated.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

For Counselors:

1. To gain an exposure to the many occupations in the Greater Philadelphia area.
2. To update counselors on employment practices.
3. To provide an exposure to personnel operations (job applications, attendance, interviews, fringe benefits, salaries).
4. To provide information on labor market trends.
5. To update counselors on equal employment opportunity laws.
6. To observe the working atmosphere in business and industry.
7. To provide an exposure to the career ladder within each job cluster.
8. To provide an exposure to the different kinds of categories of the work force (hourly, salaried, non-exempt).
9. To develop an awareness of vocational resources, company training programs, and upward mobility opportunities in the Greater Philadelphia area.
10. To gain an understanding of employers' personnel needs.
11. Job requirements.
12. Employers' expectation of work attitudes.
13. Management and Labor's role in the labor market.

Counselors Will Provide Students With:

1. Information on the variety of job opportunities in the Greater Philadelphia area.
2. Information and assistance in choosing their curriculum for preparation of their career choice.
3. An understanding of what to anticipate at a job interview.
4. Information on the different training programs available within companies and in higher education institutions.
5. Guidance concerning how to apply for a job and how to secure a job.

PROJECT IMPLEMENTATION

Due to delays in funding, Counselors Seminar - The World of Work did not get underway until February, 1977. At its first session conducted at the headquarters of the School District of Philadelphia, an overview of the program was presented to the participants. Chamber of Commerce as well as school administrative personnel stressed the objectives of the program and the necessity for the counselors to maintain a measure of objectivity in assessing private business practices and policies.

The first observation of the program was held at the Insurance Corporation of North America (INA) offices. Following a film and introductory remarks by the Chamber of Commerce representative, the counselors were addressed by two INA personnel office supervisors who emphasized the importance of on-the-job training. An extensive tour of the Loss Data Management office, the Mail Printing and Supply Department, the Word Processing facility, and various secretarial pools was then conducted. Following luncheon, the participants were addressed by the President of the Greater Philadelphia Chamber of Commerce and the Superintendent of the School District of Philadelphia, as well as by personnel officials from Bell Telephone Company of Pennsylvania and the Pennsylvania Bureau of Employment Security.

The ARA Food Service facility located at Scott Paper Company was the second site visited by the counselors. Following an introduction by the Manager of the ARA Corporate Training Program, the participants toured the kitchen and various dining rooms, and talked informally with a variety of employees. After lunch, the Executive Vice-President of the Philadelphia-Delaware Valley Restaurant Association talked about career opportunities in food services. The session concluded with the Mid-Atlantic Area Personnel Director discussing aspects of the employment policy of ARA Food Service.

Having looked at administrative and secretarial careers, as well as the opportunities available in food services, the counselors next visited the Medical College of Pennsylvania. Aside from lunch and a brief tour of the hospital facility at the conclusion of the day, the entire session consisted of listening to speakers explain the qualifications and duties of such personnel as physician, radiologist, clinical laboratory technician, physical therapist, occupational therapist, nurse, dietitian, pharmacist, medical records librarian, respiratory therapist, dentist, and building services employee. This session concluded with the Director of Personnel discussing personnel policies at the school and hospital.

Neither the fourth session, conducted at Gulf Oil Corporation, nor the fifth, a visit to Strawbridge and Clothier Department Store, were observed by the evaluator. Questionnaires completed by the participants, however, indicated that both sessions were well planned and informative.

Unlike the first five sessions that included on-site tours of facilities, the sixth session was conducted at the Greater Philadelphia Chamber of Commerce offices and featured a representative of the local contractors' association. The speaker discussed in detail the qualifications and current job prospects in the construction trades. The session lasted until noon, and following the presentation the counselors returned to their schools.

The Bell Telephone Company hosted the counselors for their seventh meeting. Following a welcome by the Public Relations Supervisor, an interesting film entitled "Anything You Want to Be" was shown. The counselors were then divided into three groups and transported by limousines to a variety of Bell installations. All groups visited the Construction, Commercial, Traffic, and Plant Training Departments. Every opportunity was provided to talk with the employees about their work, compensation, and advancement opportunities. Following lunch, the afternoon session featured two Bell employees presenting testimonials. This proved interesting insofar as one employee explained why she was pleased with her job as a lineman, while another employee gave reasons as to why she left the position of lineman in order to return to a clerical job.

The eighth and final session of the Counselors Seminar - The World of Work - was conducted at the main office of the Philadelphia National Bank. The evaluator was not in attendance, but a summary provided indicated that the counselors were divided into three groups which were addressed by individuals discussing worker traits, the Philadelphia area economy, and the problems of small businesses. This session served as an excellent opportunity for the counselors to review and summarize some of the things learned as a result of participating in this project.

EVALUATION QUESTIONS

1. How many counselors participated in the program?

There were 30 guidance counselors enrolled in the project. Attendance records were maintained by the project manager, and these revealed near perfect attendance at every session. The few absences that did occur resulted from personal illness or school business that necessitated the counselor missing a session.

2. What occupational clusters were presented to the guidance counselors?

The comprehensive clusters of service, manufacturing, business, and

construction were presented. Within these clusters, the following sub-areas were discussed: insurance, banking, utilities, retailing, health services, food services, and skilled and unskilled building trades. Touched upon during most visitations was a wide variety of clerical occupations including stenographer, clerk-typist, accountant, secretary, bank teller, and word processor.

3. What were the counselors' opinions of the various presentations included in the program?
4. What suggestions for the improvement of the program were offered by the participating counselors?

At the conclusion of each visitation, the counselors completed detailed questionnaires that had been devised by the Greater Philadelphia Chamber of Commerce. In response to the question, "Was the session helpful to you?", only two of the 140 responses received were in the negative. The same favorable attitude toward the program's sessions was reflected in informal conversations with the counselors. Most felt that they were learning a great deal about the world of work, and that this information could be passed back to the students whom they were counseling.

No suggestions were received for the overall improvement of the program, but ideas were expressed as to how individual sessions might be improved. The one criticism raised repeatedly was that certain visitations were too lengthy and/or exhaustive. This was particularly voiced in regard to the observation at the Insurance Corporation of North America (INA). Due to a long series of speakers, the first session lasted approximately one hour after it was scheduled to conclude. And the Pennsylvania College of Medicine visit was criticized because the participants were required to sit in a poorly ventilated room for approximately five hours listening to fourteen speakers. Although time was provided for a short lunch break and a brief tour, it was felt that this visitation should have been more interestingly planned.

ATTAINMENT OF OBJECTIVES

This program availed the thirty guidance counselors the opportunity to

gain an exposure to the many occupations available in the Greater Philadelphia area. These visits provided the educators with the chance to learn about current employment practices, personnel operations, labor market trends, equal employment opportunity laws, and job requirements. A variety of other employment-related topics was included in the discussions that formed an integral aspect of the project activities. Hence, proposal objectives were attained.

CONCLUSIONS AND RECOMMENDATIONS

In view of the generally favorable responses concerning the project received from the participating guidance counselors, as well as the project's attainment of its stated objectives, it is suggested that additional funding be sought in order that this program might function during both semesters of a school year. Such an expansion, if feasible, could thereby provide twice the number of participants as currently served with an exposure to employment practices at a variety of businesses and industries.

CRAFT INTERNS FOR THE SCHOOL DISTRICT OF PHILADELPHIA

PROJECT AREA: Trade and Industrial

PERSON RESPONSIBLE FOR PROJECT: Raymond Gutekunst

LOCATION/S: Bok, Dobbins, Mastbaum, Randolph, Saul

NEW PROJECT: Yes ☒
No

PURPOSE(S) OF PROPOSAL:

 Curriculum
 X Instruction
 Staff Development
 Facilities and/or Equipment Installation
 Job Placement
 Other (Career Awareness and Pre-Employment Counseling)

DEGREE OF IMPLEMENTATION:

 Fully Operational
 Partially Operational
 X Non Operational

BUDGET: \$ 46,805.00

PROPOSAL NUMBER: 13-7103

CATEGORY: Disadvantaged, Part B

PROJECT DESCRIPTION

The purpose of this program was to provide an opportunity for students selected from five Philadelphia area vocational-technical schools (AVTS) to work as interns with craftspeople from the Maintenance and Operations Division of the School District of Philadelphia. A total of about 60 disadvantaged students were to be recommended by their vocational instructors on the basis of their attendance, attitude, and performance, and were to be compensated at the rate of \$2.30 an hour while they worked with the craftspeople at their regular work locations. The program was expected to be of particular benefit to talented students who did not

achieve maximally in a regular school environment, and was expected to reduce the dropout rate of such students.

PROJECT HISTORY

This was a new project, scheduled to begin operations at the start of the 1976-77 school year.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

- (1) To give interested students an opportunity to work along with experienced craftsmen.
- (2) To give potential dropouts an incentive to remain in school.
- (3) To provide a foundation upon which students can add additional skills and knowledges.
- (4) To allow students to complete high school while learning a viable trade.
- (5) To reinforce the skills that the students have already acquired in their prior two years at the vocational-technical school.

PROJECT IMPLEMENTATION

Due to a delay in funding of new projects, this project did not begin operations until March 1977. As of March, preliminary organization had been completed, and the student selection process had started at the five AVT schools. Because of the delay in the start of the project, it was decided that the program would be run full-time (35 to 40 hours/week) from July 5 to August 26, 1977, rather than part-time during the school year, as originally planned. This would allow adequate time for interviewing and placement of potential interns, who would be selected by the end of June 1977 from among the applicants recommended by the AVT instructors. All of the applicants were eleventh grade students who were completing their second year of training in a vocational course. By the end of June 72 applications had been received by the project director.

Due to a budget crisis in the Philadelphia school system, however, interviews

were not conducted with these potential interns. This decision was made because the Maintenance and Operations Division informed the project director that it could not consider placing interns to work with its craftspeople when many of its own personnel were being laid off as an economy measure. Because of this budget situation, which was not resolved before the end of the summer, no actual internship activity took place during the funding year.

EVALUATION QUESTIONS

The following questions were intended to evaluate the effectiveness of this program. Due to the circumstances detailed above, however, it was not possible to collect the data required to answer these questions.

- (1) Did the interns acquire additional useful skills from working with the craftspeople?
- (2) Did the interns think that they had been benefitted in additional ways that they would not have been had they not been in the program?
- (3) Was there a close relationship between what the students learned in school and what they did on the job?
- (4) How was the dropout rate from school and the attendance pattern of the interns influenced by this program?
- (5) Did the craftspeople think that the quality of their work was influenced in any way by the presence of the interns?

ATTAINMENT OF OBJECTIVES

Since the project did not become operational this year its objectives could not be addressed.

CONCLUSIONS AND RECOMMENDATIONS

Since this program did not operate this year, any conclusions about its effectiveness must await its implementation with interns.

DESIGN OF A DECISION MODEL FOR ADJUSTING CURRICULA,
FACILITIES AND PERSONNEL: TEMPLE UNIVERSITY

PROJECT AREA: All Areas

PERSON RESPONSIBLE FOR PROJECT: George Hatten

LOCATION/S: Temple University, Department of Economics

NEW PROJECT: Yes ☒
No

PURPOSE(S) OF PROPOSAL:

 Curriculum
 Instruction
 Staff Development
 Facilities and/or Equipment Installation
 Job Placement
☒ Other (Career Awareness and Pre-Employment Counseling)

DEGREE OF IMPLEMENTATION:

☒ Fully Operational
 Partially Operational
 Non Operational

BUDGET: \$50,001.00

PROPOSAL NUMBER: 19-7001

CATEGORY: Part C, Research

PROJECT DESCRIPTION

Temple University has been given a contract by the School District to develop a decision model for adjusting vocational training programs and facilities to meet changing job market requirements and student needs. This decision model will be used to provide for students' career guidance needs and will also provide forecasts of new and emerging occupations.

During the first year, this project was designed to focus on the grades in

which educational planning and advising for careers occurs. A needs assessment questionnaire was administered to a representative sample of 8th and 9th grade students in the Philadelphia schools. In addition, this project was to examine labor market data, survey vocational programs, facilities and staff; integrate occupational requirements, curricula, programs and student needs; and finally, integrate all elements into a refined and accurate version of the decision model.

The entire study is anticipated to take three years. The essential aspects of the program for the second year are: (1) to update and retest the labor market forecasts, and (2) to survey 1,500 students in grades ten and eleven in the Philadelphia schools. The third year will be devoted to analysis of the data collected, to updating the original labor market forecasts, and to the development of the decision or planning model, which will have primary emphasis.

PROJECT HISTORY

This was the first year this project functioned.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

Based upon data from intensive study, accomplish the following tasks and provide appropriate reports:

Year One:

- (a) New and Emerging Occupations and Training, and Occupational Forecasts
Jobs and Training Programs
- (b) Students' Needs and Training
Students' Needs Survey
Students' Needs and Training Programs
- (c) Decision Model for Training Programs
Occupations and Programs
Students' Needs and Programs
- (d) Reports for Above

Year Two:

- (a) Labor Market Analysis
- (b) Survey of Students' Needs
- (c) Survey of Curricula, Programs, Facilities and Staff
- (d) Integration of All Elements of the Decision Model
- (e) Reports for Above

PROJECT IMPLEMENTATION

While there were serious delays in funding during this school year, project personnel were able to accomplish most of the required tasks for Year One, as planned. The questionnaire which was used was developed by members of the staff at Temple University. It was then reviewed, and, after several revisions, was approved by the Office of Research and Evaluation and by the Division of Career Education. At that point, the questionnaire was pre-tested in one school which had students with a wide variety of socio-economic backgrounds and ability levels. After this pretest, minor revisions were made and the questionnaire was then ready for general administration. A total of 49 8th and 9th grade classes were surveyed in 17 schools. These schools were selected from each of the eight districts that comprise the local school system, and were representative of the various populations within the School District of Philadelphia. Subsequent examination of various ethnic, racial, and sex breakdown of the total School District population compared very closely with the samples obtained from the study. After approval by the principals of the schools in the sample, a schedule of questionnaire administration was established and completed by the end of May. Several questionnaire administration sessions observed by the evaluator proceeded smoothly and without difficulty. In general, ample time was allocated to administration of the questionnaires and students appeared to be interested in the questions. Administration was standardized and was conducted by one of three persons trained at Temple University for this purpose.

At the same time, the economic forecasts were being compiled by several members of the Temple University Department of Economics. After several working meetings, it was decided that presentation of these data would be by cluster in a general narrative form, and all supporting data would be presented in appendices to the overall report.

EVALUATION QUESTIONS

1. Were the following activities carried out by Temple University?

A. Labor Market Study

- (a) planning
- (b) labor market development analysis (SMSA)
- (c) breakout for Philadelphia
- (d) relate to tasks and curricula

B. Student Needs Survey

- (a) planning (all phases of questionnaire)
- (b) administering questionnaire
- (c) coding and punching
- (d) reconciling results with labor market study
- (e) analysis of results

C. Survey of Facilities, Personnel and Sources by Curriculum and Program

- (a) establish relationships between tasks, curricula, clusters, facilities, personnel and services
- (b) realign new and emerging occupations, staff, facilities, services, probable enrollment

During the year, the evaluator met with the director of the project at Temple University and members of his staff. During these meetings, it was decided how these labor market data would be presented, and in what detail. When these decisions were made, personnel from Temple wrote computer programs to combine data on the basis of those clusters utilized by the School District. These data were provided to the School District on an informal basis as needed during the third and last weeks of August, 1977. A formal report, however, was provided to the School District as specified in the contract and contained all of the data required in a form which was considered to be the most useful. The report format was largely one of the written text with major tables contained in the body of the report. The detailed tables were confined to the appendix, where they could be examined as needed without making the text too confusing and difficult to use.

The student needs survey was planned and carried out through a series of steps which involved the coordination of several divisions and departments

within the School District and Temple University staff. Initially, the survey was developed by personnel from Temple and submitted to the District for their approval. After final revision, the questionnaire was administered to 49 classes in 17 schools.

The integration of the preliminary decision model which includes a survey of facilities, personnel and resources by curriculum and program was not accomplished in full during the first year of this project. While such preliminary activities as being able to relate the results of the student needs survey to the results of the labor market job forecasts were accomplished, a full survey of facilities, personnel, and resources by curriculum and program could not be accomplished during this period.

2. Were the following three reports prepared by Temple University?

- (a) Report on the Labor Market Occupational Forecasts
- (b) Report on the Survey of Student Needs by Grade
- (c) Report on the Reconciliation of the Various Studies for Planning

Both the Labor Market Occupational Forecasts and the Survey of Student Needs for Grades 8 and 9 were available in late August on an informal basis. That is, the survey of student needs was provided in terms of several variables (grade, sex, ethnicity) in computer printout form for use by personnel in the Division of Career Education. Formal reports were provided in September for the entire student population surveyed. In addition, the same procedure was followed for the labor market forecasts. The occupational categories were organized into clusters in order to be of greater assistance to School District personnel. These forecasts of employment within each industry were the results of recent data analyzed by means of an econometric model for Philadelphia. The third report (Reconciliation of the Various Studies for Planning) will not be available until all of the data are collected. It was not expected, however, that such a report would be available during the first year of this study.

ATTAINMENT OF OBJECTIVES

There were unavoidable delays occasioned by deferring the budget approval, the postponement of the needs survey, and the publication of the Bureau of Labor Market forecasts. Two major tasks were accomplished, however, during this first year of the program. Forecasts were completed for jobs in the various industries in the Philadelphia area for 1985. These forecasts of employment within each industry were the results of recent data analyzed by means of an econometric model for Philadelphia. Results were compared with those furnished by the Bureau of Labor Statistics. The occupational employment forecasts were examined for significant changes; primary emphasis was placed on categorizing changes that indicated that an occupation was emerging, growing, stable, or declining. Additionally, the occupational categories were organized into standard clusters so that changes could be allocated to skill groups with associated program codes. Thus, changes in the skill mix were presented to permit those changes to be analyzed for decision making regarding labor market trends. This is one aspect of the preliminary version of the decision model completed during this first year.

The second major accomplishment was the development, pretesting, and administration of the questionnaire in seventeen schools. Some 1,300 questionnaires were completed, and the responses were coded and punched on cards by the end of June. The analytical work on the student needs survey was accomplished during the months of July and August, and preliminary data were available for inspection during the latter part of August. The preliminary report was available as scheduled in September. The plan to relate the results of the student needs survey to the results of the labor market job forecasts, and to use each of these to interpret the findings of the other in a reciprocal fashion by skill clusters, was accomplished, only in part, by the end of the first year.

CONCLUSIONS AND RECOMMENDATIONS

Although delayed by problems of late funding and the necessary requirements of obtaining School District and school principals' approval for each step in the administration of the survey instrument, the projected primary activities of Year One were accomplished in a smooth and orderly fashion. In addition, little or no disruption within the schools was evident during the administration of the survey, and it is recommended that those procedures which were utilized during Year One be replicated during Year Two when students in grades ten and eleven are surveyed.

The cooperative arrangements which have worked so well during Year One between personnel from Temple University and School District should be continued; not only did this cooperation reduce the time necessary to administer the survey instrument, but it enabled School District personnel to obtain preliminary data as needed well before the time when formal reports were available for distribution.

DEVELOPMENT OF A PERSONALIZED, INDIVIDUALIZED VOCATIONAL
OCCUPATIONS TRAINING (PIVOT) SYSTEM

PROJECT AREA: Trade and Industrial and Health

PERSON RESPONSIBLE FOR PROJECT: John Maier

LOCATION/S: John F. Kennedy Center, Randolph Skills Center, Bok, Dobbins, Mastbaum AVTS

NEW PROJECT: Yes _____
No X

PURPOSE(S) OF PROPOSAL:

 X Curriculum
_____ Instruction
_____ Staff Development
_____ Facilities and/or Equipment Installation
_____ Job Placement
_____ Other

DEGREE OF IMPLEMENTATION:

 X Fully Operational
_____ Partially Operational
_____ Non Operational

BUDGET: \$194,681.00

PROPOSAL NUMBER: 13-6141

CATEGORY: Disadvantaged, Part B

PROJECT DESCRIPTION

The purpose of this project was to continue to develop multi-media (sound-on-slide) instructional units to be used by students in various individualized settings, such as the skills centers. The units consisted of a set of 35mm slides with accompanying sound tracks, which taught students how to do specific tasks in a variety of vocational fields. Each slide unit was accompanied by pre- and post-tests and other printed materials, so that a student could progress individually, at his own rate, with the teacher acting as a consultant.

The sound-on-slide units were written in accordance with a task analysis for each occupation. The occupations, in turn, were part of a hierarchy developed for each occupational cluster, showing the interrelations of the occupations in that field. It was also intended that new units would be implemented in the teacher/writers' shops during the year, and feedback from this implementation used to validate and revise the units.

PROJECT HISTORY

The development of sound-on-slide units began during the 1972-73 school year. Previous evaluations have spoken favorably of students' and teachers' reactions to the units, on the basis of their use in classrooms. Last year's responses to a questionnaire distributed at the Randolph Skills Center indicated that those teachers who had used the PIVOT system during the year felt that it was suitable for use in their shops, and that the units were an effective teaching method. Units developed by the PIVOT project in Philadelphia were made available to other school districts through Philadelphia's participation in a nationwide PIVOT consortium. Publication of the developed units was begun under a contract with the 3M Company for distribution to consortium members and other interested school systems.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

1. To develop, in each of several occupational clusters, a hierarchy of jobs, further analyzed by tasks and units of instruction developed for commonalities of tasks.
2. To develop during the 1976-1977 school year, multi-media learning units which include competency based pre-and-post tests, including student self-evaluation devices designed to test for development of skills.
3. To have the teacher/writers implement the developed units in their shops during the year and to use feedback from such implementation

for validation and for revision of individual units of instruction.

PROJECT IMPLEMENTATION

Late receipt of funding approval delayed the implementation of this project until January, 1977. At that time, a major revision was made in the way the project was organized. Instead of employing a large number of part-time teacher/writers who would work at Kennedy Center after their teaching day, three full-time teachers on special assignment were hired to work all year on this project at Kennedy Center. Each of these teachers had previous experience in developing and/or modifying PIVOT materials, and was expected to supervise and participate in production of sound-on-slide units in his or her area of specialization.

The three full-time teacher specialists were to coordinate the activities of a number of part-time teacher/writers, who would be paid to produce sound-on-slide units in their own shops at their home schools. Scripts and slides produced by the teacher/writers (with the aid of a photographer from the project) would be given to the teacher specialist supervising that area. The teacher specialist would have final responsibility, along with the project manager, for reviewing the materials, for preparing the printed materials to be used by the students along with the slides, and for making revisions in the units after field-testing. Completed units would be subject to final approval by the project manager, by personnel from the Division of Career Education, and by labor and industry representatives, before final release for instructional use.

Before production of units could begin according to the new plan, however, it was necessary that a complete accounting be made of the results of previous years' work. In January, 1977, the three newly-hired teacher specialists began a comprehensive inspection and inventory of all previously-existing units in various stages of completion. Also, job hierarchies already in existence were restructured to conform to the current PIVOT specifications.

During July, 1977, seven part-time teacher/writers were hired, and worked at Kennedy Center on the writing of new units and the revision of some older units which some of them had used in their teaching. Because of the late start of the project, it was not possible to organize large-scale writing of new units by teachers in their home schools, as was originally proposed. The three teacher specialists at Kennedy Center, however, did complete a great deal of work during 1977.

EVALUATION QUESTIONS

1. Was a hierarchy of jobs, further analyzed by tasks and units of instruction developed for commonalities of tasks, developed in each of several occupational clusters?

According to the PIVOT production plan adopted this year, the development of job hierarchies was a responsibility of the project manager and the teacher specialists. By the end of the project year, new hierarchies had been written in the following areas:

- Architectural Drafting
- Child Care Occupations
- Cosmetology
- Floriculture and Landscaping Occupations
- Food Preparation
- Food Services
- Home Service Occupations
- Surveying Occupations
- Tailoring Occupations

The developed hierarchies were submitted for validation to the Division of Vocational Education and to the Advisory Council for Career Education, and were accepted by the end of the current project year as ready for use. In addition to developing these new hierarchies, the teacher specialists re-structured existing hierarchies in the Automotive, Electrical Construction,

Electronics, Mechanical Drafting and Photography areas to conform to the new PIVOT specifications, introduced this year.

According to the current PIVOT specifications, a hierarchy chart should show the hierarchical and career path relationship of closely related occupations. The occupations should be arranged with entry-level occupations at the bottom of the chart and supervisory occupations at the top. The normal path of advancement of workers within the occupational group should be shown by arrows between occupations. Examination by the evaluator of the revised and new hierarchies produced this year revealed that they conformed in these and other details to the published PIVOT specifications for hierarchies.

2. Were multi-media learning units developed this year, including competency-based pre- and post-tests and student self-evaluation devices designed to test for the development of skills?

As mentioned above, the first task assumed by the three teacher specialists in January, 1977, was a comprehensive inspection and inventory of all existing sound-on-slide units done in previous years. Since it was considered essential for purposes of distribution that all available units conform to the current PIVOT specifications, each unit was examined and a detailed record made of its degree of completion and of the changes or additions that would be needed to make it conform to the specifications. By June, 1977, 1200 units had been inspected and inventoried in this way. Among these were units which had been completely finished in previous years and those on which more work had to be done.

Since this is a continuing project which does not try to complete all of its operations each year, there have been units on hand at the end of each year that needed more work to make them suitable for classroom use. In order to report production of new units in a meaningful way, it was decided that the evaluator would report only those units completely finished according to the current specifications, and not those which still lacked something required for

distribution. Each complete unit included a tray of slides with accompanying sound tracks and printed materials to be used by the student.

Table 1 indicates the number of such completed units available for distribution as of September, 1976, and the number available by September, 1977. The number of new units completely finished this year, on the basis of these figures, was 217. This does not include any work done by the seven part-time teacher/writers who were hired during July, 1977, since project personnel were not ready to certify by the end of the funding year that such units were ready to be used in the schools. They were, however, prepared according to the current P:VOT specifications, as verified by the evaluator. Altogether, the seven writers produced a total of 87 new units in six different occupational areas during the summer.

Table 1
Sound-on-Slide Units Completed in Each
Vocational Area

Vocational Area	Number of Units Completed by September, 1976	Number of New Units Completed This Year	Total Number of Units Completed by September, 1977
Automotive Mechanics	40	64	104
Building Maintenance	37	22	59
Building Sanitation	25	0	25
Carpentry	84	23	107
Communications	36	3	39
Electrical Construction	74	34	108
Electronics	42	29	71
Machine Shop	118	42	160
Masonry	33	0	33
Totals	489	217	706

3. Did the teacher/writers implement the developed units in their shops during the year?

A. Units developed this year

The teacher/writers did not implement the developed units in their shops

during the year, since they were not hired until July, 1977, and the current project year ended in September, 1977.

B. Units developed in previous years

Most of the teacher/writers came from schools where PIVOT[™] units were in use. Hence, while new units written this year were not implemented, a number of Philadelphia schools used PIVOT units this year. These schools, including both skills centers, have been provided with an extensive assortment of materials developed by this program in previous years, and most of the teacher/writers used PIVOT units in their shops during the 1976-77 school year.

4. Was feedback from the field-testing of the units used for validation and revision of the individual units of instruction?

Two of the part-time writers were able, on the basis of experience in their home schools, to suggest revisions in units that had been written in previous years and which were included in the totals in Table 1. These writers were working in the areas of Electrical Construction and Air Conditioning and Refrigeration. The writer in Electrical Construction prepared 74 units for delivery to the Swenson Skills Center in September, 1977, and reviewed units originally written (as part of this project) by teachers at the Randolph Skills Center. This, however, was the extent of revision of units on the basis of field experience this year. The late start of the project made it impossible to carry out with units written this year the type of field-testing and revision described in the proposal.

ATTAINMENT OF OBJECTIVES

Late receipt of funding approval this year resulted in only partial achievement of the project's stated objectives. Nevertheless, a considerable amount of worthwhile material was produced this year. New job hierarchies in a variety of occupational areas were developed and validated, and substantial numbers of new units were ready for distribution by the end of the funding year. The 706 units reported in Table 1 have been made available on a nationwide basis through

publication by the 3M Company. A catalog of those units, arranged by Dictionary of Occupational Titles categories, has been published by the company.

CONCLUSIONS AND RECOMMENDATIONS

The adoption of a new, comprehensive set of specifications for the production and content of PIVOT units has resulted in a process and a product that appear to the evaluator to be appropriate for the purposes of this project. The successful dissemination of these units by the 3M Company is an indication that they do meet a perceived need in vocational education. The change to the use of three full-time teacher specialists at Kennedy Center, who have continuing responsibility for the quality of units, and an overview of the entire operation, should, in the evaluator's opinion, improve the efficiency of production of PIVOT units in the future. Shortcomings of the operation that were cited above were not due to any basic deficiencies in the organization of the program, but were mainly caused by funding delays. Given the new way in which this program has been organized, and with full funding from the start of a school year, there should be few problems in producing and field-testing these products.

EVALUATION, TRAINING, PLACEMENT, and FOLLOW-UP PROGRAM
for ORTHOPEDICALLY HANDICAPPED PUPILS

PROJECT AREA: Special Education

PERSON RESPONSIBLE FOR PROJECT: Irving Blau

LOCATION/S: Widener Memorial School, Randolph Skills Center, United Cerebral
Palsy Association

NEW PROJECT: Yes _____
No x

PURPOSE(S) OF PROPOSAL:

_____ Curriculum
 x Instruction
_____ Staff Development
_____ Facilities and/or Equipment Installation
 x Job Placement
_____ Other (Career Awareness and Pre-Employment Counseling)

DEGREE OF IMPLEMENTATION:

 x Fully Operational
_____ Partially Operational
_____ Non Operational

BUDGET: \$18,000.00

PROPOSAL NUMBER: 17-6829

CATEGORY: Part B, Handicapped

PROJECT DESCRIPTION

One purpose of this project was to provide selected orthopedically handicapped students at Widener Memorial School with an opportunity for evaluation of their vocational potential. They were also helped to determine realistic vocational goals, and were given vocational training in various areas. It was also desired to place as many students as possible in work situations related to their vocational training, and to follow-up such students. Vocational training of students was done by the Randolph Skills Center; evaluation of students'

vocational potential and their guidance toward realistic vocational goals were carried out by personnel from the United Cerebral Palsy Association and the Department of Mental Health Services of Hahnemann Hospital, both of Philadelphia.

PROJECT HISTORY

This was the second year of operation of this project. During the previous year, 34 orthopedically handicapped students from Widener participated in vocational education programs at the Randolph Skills Center or at the Sheltered Employment Service for two days a week. Students generally experienced success in their training at Randolph. The program at the Sheltered Employment Service, however, was not as well suited to the needs of Widener students as that at the skills center, and last year's evaluation report recommended that the Sheltered Employment Service be replaced with another agency better adapted to the needs of these students.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

- (1) Develop a vocational profile for the pupils selected for this program using a variety of techniques including Valpar, Micro-Tower and other developed tests which are designed to measure vocational interests, attitudes and employment potential.
- (2) Train pupils in a variety of work activities.
- (3) Develop realistic career goals with pupils and their parents.
- (4) Teach pupils how to look for and apply for jobs.
- (5) Place pupils in remunerative job situations.
- (6) Provide follow-up for pupils placed in jobs.
- (7) Develop a system for accomplishing these objectives which can be replicated at Widener.

PROJECT IMPLEMENTATION

The United Cerebral Palsy Association (U.C.P.A.) started a program of vocational evaluation with 18 Widener students in January, 1977, and by May, 1977, had provided an individual evaluation report for each student. The students were tested with various combinations of Micro-Tower (a work-sample test), VALPAR (a

combination of various work-related operations), the Wells Concrete Directions Test, and the Crawford Small Parts Dexterity Test. The reports provided the Widener staff were quite detailed, and were considered by the staff to be suitable for their guidance needs.

The Hahnemann Mental Health Services Program sent personnel to Widener to conduct a program involving all of the students sent to U.C.P.A. and also those who were sent to the skills center for training (this latter group did not participate in the evaluation activities at U.C.P.A.). Starting in October, 1976, the Hahnemann staff first administered data-gathering instruments to the students, for a total of four hours of testing per student. These tests were used to determine the students' career goals, their social skills, their self-esteem, and their attitudes toward assuming the responsibility of becoming parents. Results of this testing program were then used to structure the content of individual consultations and weekly group discussions with the students. The discussions concerned such matters as vocational objectives, the basics of job-seeking, independent living and students' concerns about "separation anxiety" (upon graduation from Widener). Altogether, 33 students participated in this phase of the program.

Fifteen students from this program attended the Randolph Skills Center this year for two days a week. They were placed in a variety of vocational areas at the skills center, and seemed to adapt quite well to the skills center's procedures. On-site observations and interviews with the skills center staff showed that the students were able to function effectively in that setting. The staff expressed no reservations about accepting more students from Widener in the future. The students seemed enthusiastic about their skills center experience, and expressed satisfaction with the program.

There are, however, certain specific comments that should be made concerning the Widener staff's reaction to the services provided by Hahnemann Hospital, as

they related to the project's objectives. The third objective concerned development of realistic career goals for the Widener students and their parents. In this respect, the Widener staff felt that Hahnemann's program did not meet their expectations. The instructors felt that they were not involved in the program as directly as they had expected to be, and that their suggestions concerning the program were disregarded. They specifically cited the fact that when parent attendance at a series of evening meetings organized by the Hahnemann staff dropped off their suggestions on how to revive parent interest were not used. In addition, the instructors felt that the options and vocational goals that the Hahnemann staff offered the Widener students were inappropriate to their intellectual and physical capacities. They also felt that the Widener staff had not been involved in Hahnemann's program sufficiently to be able to derive any future benefits from the experience. This would not be in accordance with the seventh objective, which provided for the development of a system that could later be replicated at Widener without involvement of an outside agency. Thus, there was considerable dissatisfaction on the part of the Widener staff with the services provided by Hahnemann, and a distinct desire to employ a different agency in the future.

EVALUATION QUESTIONS

1. What modifications were made in the program as a result of last year's experiences?

Last year, 12 students from Widener were sent twice a week to the Sheltered Employment Service (S.E.S.) in Philadelphia for exposure to an industrial workshop environment and a work adjustment experience, along with an evaluation of their job placement potential. Vocational testing was done, but the total S.E.S. program seemed to lack structure and direction, and it was recommended last year that a new agency be retained for the purpose of vocational evaluation. This

change was made, and arrangements were made this year with U.C.P.A. and Hahnemann Hospital to carry out the vocational evaluation and counseling activities described in this report.

2. Were vocational profiles developed for the students in this program to determine their vocational interest, attitudes, and employment potential?

Vocational profiles were developed by U.C.P.A. for 18 students on the basis of testing carried out at U.C.P.A.'s facilities. Detailed individual reports were supplied to the Widener staff concerning each student's ability to follow directions, concentration and attention span, work speed, learning ability, retention of instructions, work attitudes, and vocational aptitudes. There was also a section of specific recommendations in each report, based on the vocational evaluator's study of the test results and of the student. In the project evaluator's opinion, these reports from U.C.P.A. showed considerable effort on the part of the U.C.P.A. staff to provide useful information to the Widener project, and the Widener staff did, in fact, consider the reports to be of great value to them in working with their students.

3. Were students successfully trained in a variety of work experiences during the course of this program?

Vocational training of 15 students in this program was carried out at the Randolph Skills Center, where the students were enrolled in nine different vocational programs. Students selected to participate in the training program at Randolph were among the more physically able students at Widener, to help assure the safety of both the students and their instructors. Table I indicates the vocational programs in which the students were enrolled at Randolph, the number of students in each program, and the grades they received at the end of the year.

Table 1
Vocational Programs and Final Grades
Of Widener Students Enrolled at the
Randolph Skills Center

Vocational Program	Number of Students	Final Grade (Average Grade If More Than One Student)
Body and Fender	2	76%
Photography	1	80
Cosmetology	1	77
Food Services	1	70
Child Care	1	76
Law Enforcement	2	78
Medical Lab. Assistant	1	80
Medical Records	2	77
Warehousing	4	83

All of the students in the Randolph Program received at least a minimum passing grade of 70, and 12 of the 15 received higher grades. The average grade for all 15 students was 78%. This was regarded by the Widener staff as quite satisfactory, and students interviewed indicated that they were pleased with the training they had received. The staff at the Randolph Skills Center also expressed positive feelings about having the Widener students in their classes.

4. How many handicapped students participated in the training and assessment programs this year?

A total of 33 students participated in the various activities this year. Fifteen students were trained at the Randolph Skills Center, as shown in Table 1. These students also participated in the weekly activities conducted by

the Hahnemann Hospital staff at Widener.

Eighteen students were sent to U.C.P.A. for individual vocational evaluation, as described under Question 2 in this section. These 18 students also participated in the Hahnemann Hospital program at Widener, but did not attend the Skills Center. Thus, all 33 students were involved in the Hahnemann Hospital program, and each student was also involved with one outside activity each week, either at U.C.P.A. or at Randolph.

5. Were students taught how to look for and apply for jobs?

The program conducted by Hahnemann Hospital involved some elements of job-seeking, such as the use of classified ads and employment agencies. Its main emphasis, however, was on less specific activities, including discussions of vocational objectives, separation anxieties, and the needs of independent living. Students were taught many job-hunting skills in their social studies classes, which was taught by one of the Widener staff members who was involved with this project. Students were taught how to take interviews, prepare resumes, use resource materials, use VICS, and fill out application forms. They were given interest inventories and engaged in a self-evaluation of their personal attributes and physical abilities, and heard outside speakers invited to the school by the Hahnemann staff and the social studies teacher.

6. Were any students placed in remunerative jobs as a result of this program?

By June, 1977, one student from this program had been placed as a cashier at Graduate Hospital, one had been placed in a training program with pay in warehousing, and three were placed in training with pay at the sheltered workshop facility at U.C.P.A. Two other students were involved in on-the-job training with pay in the area of subway security, under a program operated by C.E.T.A. Seven students had been referred to the Work Adjustment Center for further

training, and were expected to be placed in jobs within five months. The students referred to above were all graduating seniors at Widener. The other students, who were not placed, will be returning to Widener for at least another year before they are graduated, and no attempt was made at job placement for those students. Also, follow-up activities for students placed had not yet started by the end of the current funding year for this project.

ATTAINMENT OF OBJECTIVES

In general, the stated objectives of this project were achieved. Vocational profiles were developed for the 18 students sent to U.C.P.A., and students sent to the Randolph Skills Center were successfully trained in vocational areas. The development of realistic career goals for the students was part of the task assigned to the personnel from Hahnemann Hospital; the dissatisfaction of the Widener staff with this aspect of the program has been detailed under Project Implementation.

CONCLUSIONS AND RECOMMENDATIONS

While the basic concept of this program appears sound, the evident dissatisfaction of the Widener staff with the nature of their relationship with Hahnemann Hospital makes it seem advisable that a different agency be retained in the future if services of the type contracted for with Hahnemann are again required. This is not intended as a criticism of the technical excellence of the Hahnemann program. Rather, it is a reflection of the fact that a program organized in the way that Hahnemann's was did not lend itself to the kind of rapport between the school and the outside agency that the Widener staff felt was necessary for the success of their program.

HEALTH CAREERS/MEDICAL CAREERS

PROJECT AREA: Health Careers

PERSON RESPONSIBLE FOR PROJECT: Lucille Mitchell

LOCATION/S: South Philadelphia High School, Jefferson Hospital

NEW PROJECT: Yes _____
No X

PURPOSE(S) OF PROPOSAL:

_____ Curriculum
_____ Instruction
_____ Staff Development
_____ Facilities and/or Equipment Installation
_____ Job Placement
 X Other (Career Awareness and Pre-Employment Counseling)

DEGREE OF IMPLEMENTATION:

 X Fully Operational
_____ Partially Operational
_____ Non Operational

BUDGET: \$16,157.00

PROPOSAL NUMBER: 10-6416

CATEGORY: Regular, Part B

PROJECT DESCRIPTION

This program was designed to provide those students who had expressed an interest in medical or related scientific careers with hands-on experience at Jefferson Hospital laboratories and clinics. Through participation in activities which included classroom instruction, laboratory experience, field trips, and independent study, students were introduced to a variety of medical careers in which they had expressed some interest. Participants were assigned to a preceptor in an area of interest to them. Some of the departments in

which students worked were microbiology, physiology, nursing, pharmacology, and physical therapy. During the summer, students worked full time and received a weekly stipend. During the winter, students worked several hours after school one or two days a week and received money for carfare. To fulfill state requirements for the course, the total of all of this experience had to be at least 440 hours.

PROJECT HISTORY

This project has been in operation since the fall of 1969, when 15 students enrolled in the program. This was the fifth year, however, in which the program operated utilizing Vocational Education Act funding. The majority of program participants over the years have continued their education either in college or post-high school programs, most of them electing some type of medical career curriculum. Many problems, however, prevented full implementation of this program on a sustained basis. Student attendance at each laboratory site was difficult to document and little attention was paid to the need for close liaison between students' activities at Jefferson and at the home school.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

1. To introduce thirty (30) students from South Philadelphia High School to paraprofessional medical career options available through vocational education.
2. With the assistance of the administration and staff of South Philadelphia High School, thirty (30) students will be selected.
3. Twenty-five (25) members of the medical faculty, working part-time and two (2) medical students working part-time will perform these functions.
4. The facilities at Jefferson Medical College of Thomas Jefferson University will be used exclusively for this project.

PROJECT IMPLEMENTATION

As a result of concerns expressed by both Jefferson Hospital and the School District of Philadelphia, a series of meetings was held to help provide solutions

to some of the problems which had arisen in previous years. Several steps were taken to effect changes. State approval was sought and granted to the program as an approved vocational course (Health Related Technology), which meant that the activities of each participant had to conform to standard attendance requirements. Students were so informed, and a coordinator from South Philadelphia High School was assigned the responsibility of providing tutoring for the students, when necessary; checking student attendance and progress; and working closely with the Jefferson faculty sponsor to help coordinate activities. After these steps were taken, a number of visits was made by the evaluator to the respective laboratory settings to which the students had been assigned. Students were observed doing a variety of tasks related to the experiments being done in the particular laboratory or department setting. They were seen learning to use machines and equipment in such settings as microbiology, radiology, anatomy, and nuclear medicine. Non-instructional activities were also observed. Among them was a barbecue given at Jefferson's Student Center Building after which students gave a presentation to their parents, preceptors, and School District personnel describing the activities in which they had been involved and what they had learned.

The evaluator conducted a number of interviews with the Jefferson sponsors and the preceptors. The comments of the group were uniformly positive.

EVALUATION QUESTIONS

1. How many students participated in the program?

Twenty-six students participated in this program during the late spring and summer months. Since the program had received State approval, attendance requirements were mandatory for all of the participants. Consequently, student participation remained unchanged during the 1976-1977 school year.

2. In what clinical or laboratory experiences did the students participate?

Each student was assigned a preceptor in his area of interest. Activities and experiences were generally of two types. Students who worked in laboratories

generally began by assisting the preceptor on his project or area of interest. Examples of laboratories where students worked were pharmacology, anatomy, physiology and biochemistry.

These were generally specific research questions which the preceptor was studying. Students assisted in these experiments in a variety of ways. First, technical laboratory procedures were mastered. They learned to use the equipment within the laboratory, and to handle data (do specific calculations). In some cases, students were given or developed research questions or experiments on their own, which they then studied. They learned to carry out the necessary steps to determine results; they also learned accompanying vocabulary and the use of appropriate tools and equipment.

In the clinical settings, students were given instruction in techniques of patient care. This included learning the use of equipment needed for physical and occupational therapy. Students also assisted patients going for X-Rays and learned many procedures necessary when working with patients.

ATTAINMENT OF OBJECTIVES

In general, the objectives of this program were met. Some comments should be made, however, regarding the implementation of this program which concern its continued success. According to project personnel, the addition of a female member of the Jefferson staff, in addition to the added supervision and assistance provided by two male Jefferson medical students, had a positive effect upon the relationship between students and their preceptors. Better quality of student work and more responsible behavior were reported by the preceptors and staff members at Jefferson who were responsible for this project.

Additionally, the change in status of the program to an officially approved course had a beneficial effect on student attendance. While this project started late in the school year, it operated effectively after some basic problems had been solved.

CONCLUSIONS AND RECOMMENDATIONS

The adoption of new procedures for the implementation of this program resulted in improved student attainment of project goals. Intensive supervision by personnel from both South Philadelphia High School and Jefferson Hospital has been an essential element in the success of this program. Therefore, it is recommended that such intensive supervision be continued in the future. Given the ways in which this program has been changed to meet the problems encountered during previous years, there should be little difficulty in meeting program objectives in the future.

IMPROVEMENT OF GUIDANCE FOR THE JOB BOUND

PROJECT AREA: Vocational Guidance

PERSON RESPONSIBLE FOR PROJECT: Louis Morucci

LOCATION/S: Bartram, Frankford, Franklin, Edison, Gratz, Kensington, King, Lincoln, Northeast, Olney, Overbrook, Penn, S. Phila., West Phila., University City, Washington

NEW PROJECT: Yes _____ and Germantown High School.

No x

PURPOSE(S) OF PROPOSAL:

- Curriculum
- Instruction
- Staff Development
- Facilities and/or Equipment Installation
- Job Placement
- x Other (Career Awareness and Pre-Employment Counseling)

DEGREE OF IMPLEMENTATION:

- x Fully Operational
- Partially Operational
- Non Operational

BUDGET: \$87,033.00

PROPOSAL NUMBER: 10-7324

CATEGORY: Part B, Regular

PROJECT DESCRIPTION

This project was designed to provide job-bound students with a variety of services which would enable them to make informed career decisions. Each of the five Career Development Assistants, generally rotating between two schools, worked in the previously established career resource centers with students on an individual or group basis. The Assistants, under the direction of the Career Guidance Specialist, performed the more routine tasks involved in implementing career guidance programs in the participating schools. They assisted guidance staffs in the planning and implementation of a wide variety of career-oriented programs and activities.

This program was integrated with other career education services and programs, such as VICS, Job Search, Job Placement, Counselors Seminar, Audio-Visual Productions, the Allied Health Program, the Jefferson Medical Program, CAP (Career Alternative Program) and others.

PROJECT HISTORY

This project has been functioning since 1970. During its first year of operation, as a result of a staff development program involving counselors from 21 schools, a report was issued containing the goals and recommendations for improving services for job-bound students. Resulting from this first year's recommendations was the hiring of career guidance counselors who were to perform a variety of activities and to develop a series of programs and experiences for job-bound youth. The 1974-75 school year was devoted to the acquisition and development of materials and media necessary to implement a steadily expanding program. In addition, the staff was enlarged from two to five individuals to assist in carrying out the augmented goals of the program.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

1. Under the directions of the Career Guidance specialist (project manager) and the counselors of the participating schools, the Career Guidance assistants shall:

- a. assist students, teachers, and parents in the use of the system programs such as: VICS, Job Search, audio-visual materials, slide-tape presentations, Pennscript, etc., and in supervision of the center;
- b. obtain, organize, file and make available for student and faculty use career information that can be obtained without cost or at minimum cost.

2. Obtain and organize a system to make available information concerning other career related programs.

3. Interview students to determine adequate career experiences and exposures and to refer students to their counselors where appropriate.

4. Assist counselors to implement other career guidance programs such as: Career day programs, trips to career related sites, etc.

5. Keep daily records of student use of the career information center.

PROJECT IMPLEMENTATION

Observations of this project indicated that students were receiving one or more of the variety of services which these assistants routinely performed. In all cases, each center had pamphlets and many other types of career materials on display available for student use. In each center visited, the VICS terminal was in use, with student schedules and sign-up lists conspicuously posted. At one school, a Philascript microfilm presentation was utilized, while at several other sites, the Assistant worked with one or more students on some aspect of career choice. Assistants reported that individual and group interviews with students became an increasingly important function, and orientation activities were also very important.

As has been previously noted, the specific activities of each Assistant and the way in which each function differed widely from school to school. Some of the factors which accounted for these differences reflected career resource center facilities. Other differences resulted from the alternative relationships of the Assistant to the counseling and administrative staffs, as well as to teachers who used the services of the Assistants in different ways.

An additional service was performed this year at Randolph Skills Center. Over a period of 12 days, Career Development Assistants visited the Skills Center with audio-visual presentations and offered small group career guidance sessions to all 10th grade students in attendance. This program was implemented in addition to the regular on-going services that were offered in each of the 17 high schools.

EVALUATION QUESTIONS

1. In what activities were the students engaged when using the center?

The establishment of career resource centers in each participating school was accomplished early in the school year. The centers which were established had available to them all of the resources listed in the objectives from the previous year with the exception of slide tape presentations prepared by the Office of Career Education. Those were shared among the schools because the supply was limited. Only some schools, however, had the microfiche reader or reader/printer necessary to use the Philly Script and Pennscript materials which were available in all of the schools. In addition, the design of each career resource center also varied from school to school depending upon a variety of variables. Of special note was the fact that in some schools the center was available for use on a daily basis. The results which follow, therefore, should be examined in light of these factors and apply only when the Career Assistant was in the school. In other locations, the career resource center was made available to students daily, because of the presence of a counselor, aide, parent, or other adult.

Table 1
Student Activities at Each of the Project Sites

	BARTAM	EDISON	FRANKFORD	BEN FRANKLIN	GERMANTOWN	GRATZ	KENSINGTON	MARTIN LUTHER KING	LINCOLN	NORTHEAST	OLNEY	OVERBROOK	WILLIAM PENN	SOUTH PHILADELPHIA	UNIVERSITY CITY	GEORGE WASHINGTON	WEST PHILADELPHIA	RANDOLPH SKILLS CENTER
1. Work with VICS	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
2. Interviews with students	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
3. Engage in Career Day Activities		x						x				x	x	x	x			
4. Use career information in curriculum	x	x	x		x		x	x	x	x	x		x	x	x			
5. Engage in small group discussion	x		x	x	x			x		x			x		x			
6. Go on career-related trips								x		x		x		x				
7. Meet with military personnel on-site and at school			x	x		x	x	x		x	x		x					
8. Meet with other personnel about careers	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
9. Use bulletin board materials	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	
10. Use career files	x	x	x	x	x	x	x	x	x	x	x	x	x		x		x	
11. Participate in Vocation Guidance Week programs	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
12. Work with individual students regarding career exploration	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	
13. Work with students in extra-credit career information activities	x											x	x		x			
14. Use Pennscript and Philascript	x							x	x		x	x				x	x	
15. Purchase and catalog materials	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
16. Orientation to parents about Career Resource Center Activities		x	x		x	x		x		x		x			x	x	x	
17. Develop, oversee and keep records of scheduling for student aids	x		x					x		x		x			x	x	x	
18. Process FASS applications	x	x	x	x	x	x		x	x		x	x	x	x		x	x	
19. Obtain and review films for classroom teachers										x	x			x				
20. Work with teachers to suggest extra credit reports in Career Resource Center	x											x	x		x			
21. Act as resource for Career Alternative programs			x				x	x	x		x				x			
22. Work with students with job applications, resumes, individually or in groups	x	x	x	x	x	x	x	x		x			x		x			
23. Help students formulate letters for financial aid and admission	x		x	x									x					

2. What problems arose in the use of the career resource centers?

The centers which have been established had available to them all of the stated resources except the slide-tape presentations produced by Career Education. These resources were shared due to the limited supply. Only some schools had the microfiche reader or reader/printer necessary to use the Philly Script and Pennscript materials which were available to the schools.

Additionally, the design of each center varied from school to school upon a number of factors. Poor physical facilities were made available to the Career Assistants in some schools. When the center was inconveniently located the services available were underutilized. While a Career Assistant was often able to overcome this problem by the use of considerable publicity, when the Assistant was not present the room and/or its facilities were often not used. While some schools utilized parents and counselor aides to assist in helping students utilize VICS on those days when the Assistant was not present, other schools did not. Consequently, these services were often not available to students on a full time basis.

ATTAINMENT OF OBJECTIVES

This program continued to serve the needs of the job-bound students as well as helping teachers and counselors who work with these students to provide supplemental career information. The Assistants worked closely with students helping them at the VICS terminals. They also conducted small group meetings with students about career interests and problems, and performed a variety of specialized services.

CONCLUSIONS AND RECOMMENDATIONS

This program has been demonstrated to be an effective way of providing guidance services for job-bound youth. While there is little need to change the basic concept of this program, one problem continued to prevent full implementation of the program. Since each Assistant serves a number of schools,

it is imperative that each school continue to find ways to utilize the center when the Assistant is not present. Especially effective in two schools is the use of parent aids to help students utilize the VICS terminals and the microfilm reader/printers, and to keep the centers open for students to use as resource centers. When the aide was in the school, he was then able to devote his time to those activities which required personal attention and expertise.

INDIVIDUALIZED INSTRUCTION IN BUSINESS, DISTRIBUTIVE, AND COOPERATIVE EDUCATION

PROJECT AREA: Business and Distributive

PERSON RESPONSIBLE FOR PROJECT: Mrs. Averill Pritchett

LOCATION/S: John F. Kennedy Center for Vocational Education

NEW PROJECT: Yes

No X

PURPOSE(S) OF PROPOSAL:

- X Curriculum
- Instruction
- Staff Development
- Facilities and/or Equipment Installation
- Job Placement
- Other (Career Awareness and Pre-Employment Counseling)

DEGREE OF IMPLEMENTATION:

- X Fully Operational
- Partially Operational
- Non Operational

BUDGET: \$122,070.00

PROPOSAL NUMBER: 13-6842

CATEGORY: Disadvantage Part B

PROJECT DESCRIPTION

This project involved the development of a curriculum in the areas of business, distributive, and cooperative education to be utilized in an individualized educational setting. Groups of teachers selected and/or adapted various materials during the 1975-1976 school year. This year's project activities included the field-testing of these materials, their revision, as well as the adoption of additional materials.

PROJECT HISTORY

The current school year was the second during which this project, scheduled to be conducted over a three year period, received funding. During its first year of operation, a number of teachers worked on a rotating basis selecting, adapting, and/or devising the materials. During the current year, the system of employing staff personnel and having them, in effect, review and confirm choices and decisions already rendered by their professional colleagues was followed. Although a large collection of curriculum materials had been selected by the conclusion of the 1975-1976 school year, the field-testing of them in classrooms had been completed only to a limited degree.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

1. To field test review and revise, where necessary, all individualized business education instructional materials, courses, and programs used by our school system which can be adopted or adapted for use in the new Skills Center for the following subject areas:

- (a) Typewriting
- (b) Shorthand
- (c) Bookkeeping, Accounting Laboratory
- (d) Office Occupations Laboratory
- (e) Distributive Education Laboratory

2. Develop individualized materials, course outlines, and/or programs where nonexistent.

PROJECT IMPLEMENTATION

Due to delays in funding, this project did not get underway until February, 1977. At that time, groups of teachers were appointed to select additional curriculum materials. Extensive field-testing of those materials chosen during the previous school year was initiated.

Fourteen observations were conducted in a variety of school settings.

During these observations, every effort was made to elicit from the students their honest opinions about representative units of the curriculum materials. Students genuinely unfamiliar with the material were selected to field-test it in a typical classroom situation and then complete questionnaires concerning their perceptions of what they learned from the materials. From seven to 54 pupils field-tested selected units during each of the 14 sessions observed. In addition, the project manager secured from the instructors involved in the field-testing their individual evaluations of the curriculum materials.

The selection of new curriculum materials was conducted in essentially the same way as last year. The project manager secured copies of available curriculum materials in various areas of business, distributive, and cooperative education. These were reviewed by groups of teachers. Those judged most appropriate were chosen for use in the Philadelphia public schools. Many materials were adopted in their published form, but some required revision to fit the classroom needs of the students. In addition, many units of materials had to be devised by groups of instructors, since existing materials were found either deficient in quality, too expensive for adoption, or too difficult for the average or below average pupil. Due to the nature of the activity, no observations were conducted of the adoption or revision of curriculum materials by the various groups of teachers.

EVALUATION QUESTIONS

1. What instructional materials were devised and/or selected in the areas of:
 - (a) Typing and Secretarial?
 - (b) Data Processing, Key Punch, Bookkeeping, and Accounting?
 - (c) Distributive Education, Work Experience, and Cooperative Education?

So extensive in quantity were the curricular materials devised, adapted and/or adopted, that a generalized listing will have to suffice in answering this question.

In the area of Typing, the business education teachers involved in this project adopted the commercially-produced Gregg IPM System. After considerable reviewing of other systems, the teachers also chose the Clerical Office Typewriting System produced by Southwestern Publishers. The instructors devised student guides to supplement and correlate with the selected systems. The secretarial materials were of a more extensive nature. Participants continued to devise additional Pitman Shorthand slide instructional units. Additional slides of Landmark Shorthand were also completed. Adaptation of the stenographic machine shorthand curriculum was finished during the current school year. The instructors adopted the Gregg IPM Shorthand System, as well as the Gregg Super-Eight Shorthand Film, as published by Waubensee Community College. Student guides for both of the Gregg products were written. Guides were also created in such specialized areas as legal secretary and medical secretary, as well as the generalized subjects of spelling, punctuation, and office letter writing.

In the area of Data Processing, instructors completed the curriculum for vocational data processing. Content outlines, as well as slide units of instruction, were devised. Similar outlines and instructional units were also prepared in the area of Key Punch or Data Entry. As for the curriculum materials in Bookkeeping and Accounting, content outlines, and written or slide units were developed. Instructional units from the National Book Company were adapted for use, and student guides to correlate with these units were likewise produced. Adaptation of bookkeeping and accounting materials developed by the Armstrong School System in Kittanig, Pa. also occurred.

Distributive Education instructors adopted the competency-based IDEC System as a major source of instruction. Supplementary materials in the areas of employment, merchandising, retailing, and personal development were devised. Similarly, employment and personal development materials were created in the

area of work experience. The Cooperative Education curriculum was augmented by the addition of various devised materials in the areas of employment, personal development, secretarial practices and procedures.

Although originally not listed as a specific category of evaluation, a variety of materials was devised in the general Clerical classification. The adaptation of curriculum units, published by the National Book Company, was accomplished in the areas of printing calculator, electronic calculator, ten-key adding machine, and the full-key adding machine. In addition, instructional units were written pertaining to the medical records, and records management cluster.

2. What procedures were used to field-test during the current school year those instructional materials that were devised and/or selected and pilot-tested during the 1975-1976 school year?

As noted, the project manager attempted to have representative units from the selected curriculum materials field-tested in as wide a variety of educational settings as possible. On the occasions observed, the students chosen were either non-business education students, or pupils with little or no familiarity with the subject matter contained in the units. Observations indicated that the materials were distributed to the assembled students, with the instructors utilizing the units in a way typical of their usual teaching methods. Although the pupils were informed of the purpose of the field-testing procedure, no effort on the part of the professional staff to influence the students' opinions of the chosen materials was observed by the evaluator. In all, 30 such units of material were field-tested with 30 different groups of students in nine senior and vocational technical high schools.

3. What were the reactions of the students to the instructional materials being field-tested?

Questionnaires were completed by all of the students involved in the field-testing of the 30 representative curriculum units. The total number of questionnaires collected was 345. Table I indicates total student responses

to the various items on the questionnaire form. Questionnaires were distributed, collected, and tallied by the evaluator, with student anonymity guaranteed. In addition, students were requested to list any suggestions they might have as to how the instructional materials might be improved. Results of the questionnaires, as well as the suggestions received, were reviewed by the project manager.

Table I

Student Questionnaire Responses (N=345)

As a result of using the instructional materials, how do you feel about them?
(Please check one item in each of the following four groups of items.)

1. 109 (32%) I learned a great deal from using them in the classroom.
191 (55%) I learned something, but not very much, from using them in the classroom.
45 (13%) I learned very little from using them in the classroom.
2. 66 (19%) I found the materials very interesting.
187 (54%) I found the materials interesting.
64 (19%) I found the materials less than interesting.
28 (8%) I found the materials dull.
3. 223 (65%) Even with the teacher absent, I would be able to learn something using these materials.
100 (29%) I would not be able to learn anything using these materials unless the teacher provided me with some assistance.
22 (6%) Even with the teacher available and providing assistance, I would not be able to learn anything using these materials.
4. 103 (30%) In general, I found these materials very easy to understand.
157 (46%) In general, I found these materials somewhat easy to understand.
66 (19%) In general, I found these materials somewhat difficult to understand.
19 (5%) In general, I found these materials very difficult to understand.

As can be discerned from the above table, a majority (55%) of the students felt that they learned something, although not very much, from using the materials in the classroom; a majority (54%) of the students likewise found the materials

interesting, and even a larger percentage (65%) perceived that, even with a teacher absent, they would be able to learn something using the materials. Finally, in general, a majority of the students answering the questionnaires found the materials either easy, or somewhat easy, to understand.

ATTAINMENT OF OBJECTIVES

The objectives of this project were attained. A large collection of curricular materials was chosen during the current school year. In addition, an effort was made to determine student and teacher response to an array of representative units of the previously selected curricular materials.

CONCLUSIONS AND RECOMMENDATIONS

In view of the fact that the forthcoming year will be the third and final one during which funds for this project will be requested, the following recommendations appear in order:

1. Since the project proposal has specified that the curriculum materials, courses, and programs being devised are for use in the new skills centers, every effort should be made to field-test these materials in the existing skills centers.
2. The field-testing of adopted materials should be continued on an extensive basis, with special effort directed at securing from involved teachers and students their suggestions concerning the new materials.
3. At the conclusion of this project during the 1977-78 school year, the project manager is urged to compile a scope and sequence list indicating what new materials, course outlines, and programs have resulted from this three year endeavor. Such a detailed list should be comprehensible to potential users, and clearly indicate how the chosen materials, outlines, and programs are both individualized in nature and adaptable for use in the skills centers.

INDIVIDUALIZED VOCATIONAL INSTRUCTION FOR THE DISADVANTAGED (IVID)

PROJECT AREA: All areas

PERSON RESPONSIBLE FOR PROJECT: Sylvia Charp

LOCATION/S: Instructional Systems (5th & Luzerne Sts.) and Randolph Skills Center

NEW PROJECT: Yes X
 No

PURPOSE(S) OF PROPOSAL:

 X Curriculum
 X Instruction
 Staff Development
 Facilities and/or Equipment Installation
 Job Placement
 Other (Career Awareness and Pre-Employment Counseling)

DEGREE OF IMPLEMENTATION:

 X Fully Operational
 Partially Operational
 Non Operational

BUDGET: \$ 71,508.00

PROPOSAL NUMBER: 13-7013

CATEGORY: Part B, Disadvantaged

PROJECT DESCRIPTION

The purpose of this project was to identify 50 disadvantaged students at the Randolph Skills Center; to develop a system for interviewing such students to determine their interests, abilities, and vocational needs; and to develop a system by which such students' instruction with the individualized (PIVOT) materials at Randolph could be managed successfully. To accomplish this, a resource coordinator for the project devised procedures for student selection and curriculum management, and two guidance counselors at the skills center developed procedures

for interviewing new students and placing them in occupational areas at the skills center.

PROJECT HISTORY

This was the first year of operation for this project. Full-time operation started on March 15, 1977 with the hiring of the resource coordinator, but some preliminary planning took place before that date.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

- (1) Identify 50 students from the A. P. Randolph Skills Center that meet the disadvantaged criteria.
- (2) Develop a system of interviewing students to determine their interests, abilities, and vocational needs.
- (3) Develop a system to manage the use of the individualized curriculum materials so that:
 - a. the students know what tasks they must complete and in what order.
 - b. the student will be directed to the proper learning stations.
 - c. the teacher will have a record of each student's requirements and progress.
 - d. the teacher may identify problems with the students and work individually with the students when these problems exist.

PROJECT IMPLEMENTATION

Hiring of the resource coordinator for this project did not take place until March 15, 1977 because of a delay in receipt of funding approval. In January 1977, however, the evaluator attended a preliminary meeting with personnel from the School District of Philadelphia's Instructional Systems Division to discuss the mechanics of operating the program, once funding approval was received. By March 1977 the Instructional Systems Division had developed tentative procedures for selecting students for the program and for computer management of their instruction with the PIVOT curriculum materials.

It was realized, however, that placing students in curriculum areas before the end of the funding year would be impractical, since students (even for September 1977) would have to have been placed before the IVID program had fully developed its interviewing and placement procedures.

Because of these considerations, it was decided that disadvantaged students would be selected from the students already at Randolph to test the program's selection and interviewing procedures, and to thereby refine them, so that they could be used in the future for placement of new students in occupational areas. The resource coordinator, meanwhile, was engaged in the development of a computer management system suited to the purpose of this program, and in the development of a suitable student selection procedure for incoming students.

EVALUATION QUESTIONS

1. Was a system set up by which the most severely disadvantaged students at the Skills Center could be identified?

The resource coordinator, along with personnel from the Instructional Systems Division, developed a computer program by which the most severely disadvantaged students at Randolph (or among those scheduled for admission each year) could be identified. The basic criterion to be used for such selection was the students' percentile rank on the reading portion of the California Achievement Test (CAT), which is administered regularly to students in the School District of Philadelphia. Students would be listed in order of CAT scores, and the ones with the lowest scores selected for the program. The highest acceptable score for the IVID program would be the 25th percentile, but based on previous years' experience, the guidance counselors at Randolph did not expect that any of the students with the 50 lowest reading scores in the incoming class would approach this maximum. They were, therefore, confident that an adequate number of students would be available each year for admission to the program. All 59 students selected for participation in the

preliminary interviewing procedures this year met the stated criterion.

2. Was a system of interviewing the disadvantaged students developed that was suited to determining their interests, abilities, and vocational needs?

The two guidance counselors at Randolph developed an interviewing procedure with an accompanying form to structure the interview and provide for recording the responses, and a vocational interest inventory based specifically on occupations taught at Randolph. The inventory items described tasks relevant to occupations for which a student at Randolph might be trained. The inventory was administered in written form, but on a one-to-one basis with the guidance counselors, who felt that this procedure eliminated problems that might have arisen because of the students' known difficulty in reading. The interview elicited information about a student's knowledge of vocational areas and his previous work experience, his vocational aptitudes, any physical disabilities or limitations he might have, and his outside sources of information about the skills center. After use with students, the interview procedure and form were revised to make the questions more explicit and to provide a checklist of possible physical conditions that might affect a student's success in a vocational area.

Thus, the task inventory and interview procedure that the counselors developed were field-tested by the counselors with the 59 selected students and revised by them on the basis of that experience. The instruments were not subjected to any other formal developmental tests this year.

3. Was a management system for the use of individualized curriculum materials developed so that:
 - (a) students would know what tasks must be completed in what order;
 - (b) students would be directed to the proper learning stations;
 - (c) the teacher would have a record of each student's progress;
 - (d) the teacher would be able to identify problems and work individually with students who had these problems?

Although the students involved in the IVID program had not actually used any of the PIVOT materials by the end of the funding year, a computer management system was developed sufficiently to allow the IVID system to function with the PIVOT materials. As developed by the end of the 1976-77 project year, this computer management system would fulfill requirements a, c, and d, as stated above. Each student could be provided with a list of units to be completed to meet the requirements for a particular vocational choice, and students' progress could be recorded by the computer through the use of card-reading stations in the various shops in the skills center. Printouts of each student's progress would be available to the student and to his instructor, who would then be able to work individually with each student, as needed. By September 1977, however, no overall system was available by which the computer could coordinate all of the resources of the skills center and thereby direct students to learning stations without human assistance. The assignment of students to work stations would still have to be done by the instructors, but this last aspect of the program was under development and expected to be operational later in the year.

ATTAINMENT OF OBJECTIVES

Since the objectives of this program referred mainly to the development of interviewing and management procedures, it can be said that the objectives were essentially achieved. Students who met the criterion of being disadvantaged were successfully selected and were used to help in the development of the interviewing procedures, but were not actually instructed according to the management system developed this year. This aspect of the project could not be implemented since students must be selected before a school year starts to participate in instruction managed by the IVID system, and this was the first year of operation for the project.

CONCLUSIONS AND RECOMMENDATIONS

The late start this year caused this project to operate under rather

severe time constraints. Notwithstanding, procedures for interviewing and placing students in occupational areas were developed, a procedure for locating the most severely disadvantaged among the skills center applicants was developed, and an operational computer management system is in existence. The effectiveness of these procedures can be tested only by using them to place and instruct actual students. This activity was not possible during the current year; an evaluation of the developed procedures must take place in future years, when the system is used with incoming students.

INSTITUTION OF FOUR COOPERATIVE DIVERSIFIED OCCUPATIONS INSTRUCTORS

PROJECT AREA: All Fields

PERSON RESPONSIBLE FOR PROJECT: Joseph Rubin, Trade and Industry
Alice Smith, Home Economics

LOCATION/S: William Penn, University City, West Philadelphia, Northeast

NEW PROJECT: Yes X
 No

PURPOSE(S) OF PROPOSAL:

 Curriculum
 Instruction
 Staff Development
 Facilities and/or Equipment Installation
 X Job Placement
 Other

DEGREE OF IMPLEMENTATION:

 Fully Operational
 X Partially Operational
 Non Operational

BUDGET: \$70,372.00

PROPOSAL NUMBER: 24-7049, Trade & Industry
 24-7048, Home Economics

CATEGORY: Part G - Cooperative Education

PROJECT DESCRIPTION

This program was designed as a cooperative diversified occupations program which would allow senior students with career interests in occupational areas to obtain on-the-job training in a field related to their career goals. It was also designed to serve students in the comprehensive high schools who, prior to the senior year, had had college plans, but changed them and expected to enter the job market upon graduation from high school. These students generally had had no vocational training, and for them this program represented a way to obtain

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this training in a realistic job situation. The program would have served approximately 30 students in each of four schools. A teacher-coordinator was to be in charge of the program in each school. His function would be to work with counselors, recruit students, interview them for job interests, and check their records. This person would be responsible for placing students in at least one class where job-related instruction would take place. Once the students were placed in a job training site, the teacher-coordinator would also be responsible for visiting the students on the job to be certain that they were obtaining the kinds of training that had been contracted for and to coordinate the school instruction with job needs.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

- (1) Students who have been identified as potential dropouts will be encouraged to remain in school and to enroll in this program as a means to achieve employability in some area.
- (2) The students who are in the program will be able to relate their classroom instruction in actual employment situations.
- (3) The students will learn how to participate in a job interview.
- (4) The students will demonstrate favorable attitudinal employment qualities.
- (5) Each student will be prepared for initial job entry into a variety of occupations.
- (6) The students will receive training which relates to their career objectives.
- (7) The students will work under a well defined training agreement between their employer and the school.
- (8) The program when fully implemented will aid further in reducing the youth unemployment rate which for Philadelphia is now at 20.3%.

PROJECT IMPLEMENTATION

Due to the late funding of this and all other projects, and a freeze on

hiring by the School District, it was impossible to operate this project on the time schedule and in the manner prescribed by the proposal. As a result, the project was implemented only during the summer of 1977. During the preceding school year, the four cooperative instructor positions were advertised. Several persons expressed an interest in these positions, and their names were kept on file. No examinations were given because of the freeze in hiring. In June, these persons were notified that staff development would take place during the summer of 1977. From July 18-29, and from August 1-12, staff development sessions were held to assist any individual interested in applying for the four positions to be opened when the 1977-78 proposals are funded. The topics covered in the sessions were:

- . overview of Division of Career Education,
- . cooperative office education,
- . job placement centers,
- . work experience programs,
- . orientation to occupations in the various occupational areas,
- . cooperative diversified occupations-related theory,
- . management and paper flow,
- . career education development and interest inventories,
- . legal responsibilities,
- . identifying and enrolling prospective students,
- . establishing a program,
- . developing jobs,
- . coordination techniques,
- . public relations,
- . site recruitment evaluation and wrap-up of sessions.

There were several individuals interested in taking examinations for these positions who were unable to attend the staff development sessions during the summer. Any necessary staff development, should one of these individuals secure one of these positions, would be done by one of the supervisors on an individual basis early in the school year. Two trade and industry instructors, four home economics instructors, one lead teacher and two supervisors (one in home economics and one in trade and industry) and a primary instructor who established the training schedule met during the summer of 1977. Because this phase, alone, of the program was operational during the 1976-77 school year, a proposal to continue these projects for

the 1977-78 school year was submitted and most of the funds allocated to this project for the 1976-77 school year were returned to the Eastern Regional Office of the Vocational Field Services for the State of Pennsylvania.

EVALUATION QUESTIONS

The following questions were written in order to evaluate the effectiveness of this program as it was designed to function during the 1976-77 school year. Because of the factors which were mentioned in the Project Implementation section, however, it was impossible to determine project effectiveness on this basis.

1. Did each coordinator prepare a student evaluation form describing the competencies to be evaluated for each placement made?
2. How many students were placed in jobs? How many students were placed in jobs related to their respective career objectives?
3. Was there a change in the pattern of attendance once students were given a job placement?
4. What were the opinions of the coordinators regarding the difficulties encountered in student placement?
5. To what degree were the agreed-upon student skills to be learned achieved by each of the students who were placed?

ATTAINMENT OF OBJECTIVES

Since no job coordinators were hired this year, it was impossible to achieve the goals set for this project during the school year. The only accomplishment this year was staff development during the summer with some of the potential cooperative instructors. It should be noted, however, that school administrators believed that the potential merits of this project warranted submission of a proposal to carry out this project during the 1977-78 school year.

CONCLUSIONS AND RECOMMENDATIONS

Unless changes are made in the procedures which govern the funding of all of these programs and the hiring of personnel to fill the positions which are called for in their implementation, it will be impossible to carry them out as intended. An unusually large number of circumstances prevented this project from

being carried out as planned. Unless the positions are filled quickly, program objectives will be very difficult to achieve. Project recommendations must await program implementation over a reasonable period of time.

JOB PLACEMENT CENTERS -- CONTINUATION

PROJECT AREA: All Areas

PERSON RESPONSIBLE FOR PROJECT: James McMillan

LOCATION/S: Bartram, Dobbins, Edison, Germantown, Gratz, Kennedy Center,
Kensington, Olney, Overbrook, Randolph, Roxborough, South Philadelphia,
University City, West Philadelphia, William Penn

NEW PROJECT: Yes _____
No X

PURPOSE(S) OF PROPOSAL:

_____ Curriculum
_____ Instruction
_____ Staff Development
_____ Facilities and/or Equipment Installation
X _____ Job Placement
_____ Other (Career Awareness and Pre-Employment Counseling)

DEGREE OF IMPLEMENTATION:

X _____ Fully Operational
_____ Partially Operational
_____ Non Operational

BUDGET: \$118,245.00

PROPOSAL NUMBER: 13-7078

CATEGORY: Disadvantaged, Part B

PROJECT DESCRIPTION

The purpose of this program was to assist high school students, graduates, and dropouts to obtain employment. Seven placement officers were assigned to fourteen different high schools, spending two days a week in one school and three days in the other. The placement officers were responsible for locating jobs for their students, for interviewing students, and for sending them to potential employers. They were also responsible for following-up on students whom they had placed, and for maintaining records of students' job progress.

The activities of these placement officers were centrally coordinated by a Job Placement Coordinator who was responsible for the overall operation of the project. The Job Placement Coordinator collected placement and employer contact data from the individual placement officers, participated with them in various activities, arranged for centralized production of materials needed by the placement officers, and took the responsibility for interviewing and hiring new placement officers.

PROJECT HISTORY

This project has operated since 1972, with from five to fourteen placement officers employed each year, depending on the available level of funding. Previous annual evaluations have shown the program to be operating successfully in placing students in both full- and part-time positions.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

It is proposed to continue the Job Placement Program, with Job Placement Officers in various senior high schools. The function of the Job Placement Officers will be to develop, process, and fill:

- (1) part-time jobs for students--jobs after school, evenings, week-ends, holidays, and summer;
- (2) jobs of a temporary or occasional nature;
- (3) jobs for current dropouts and current graduates, in cooperation with the Bureau of Employment Security.

PROJECT IMPLEMENTATION

During the year, visits were made to job placement officers in their individual schools and to other activities of the project, such as meetings that the program personnel held with local business associations and Home and School associations. Visits to their offices revealed that the procedures used by the job placement officers were quite standardized, and could be adopted without much difficulty by new personnel coming into the program. This

was evident when three new placement officers were hired this year to replace one individual who had died and two who had resigned. Visits to the new personnel revealed that they were able to continue, without any serious problems, the activities of their predecessors.

The evaluator attended meetings with local business associations and a local Home and School Association. During these meetings personnel from the Job Placement Program presented a slide show about the program, delivered a prepared speech describing the program, distributed literature, and answered questions. This was a new activity for the Job Placement Program, and is expected to be continued and expanded in coming years.

EVALUATION QUESTIONS

1. Were the job placement officers employed in this program successful in developing, processing, and filling:
 - (a) jobs for disadvantaged vocational students--jobs after school, evenings, weekends, holidays, and summer;
 - (b) jobs of a temporary or occasional nature;
 - (c) jobs for current dropouts and current graduates (in cooperation with the Bureau of Employment Security)?

During the current school year, the Job Placement Program found jobs for a total of 1,170 students. This was a substantial increase over the 1975-1976 total of 805 placements. Examination of the data in more detail indicated that the increase was in the category of temporary jobs. During the current year, there were 636 placements in temporary positions, compared to 258 the previous year, and 534 permanent placements, compared to 547 permanent placements during 1975-1976. Of the 1,170 students placed this year, 1,101 (94%) were regular full-time students. Sixty-one graduates and eight dropouts were also placed during the year. The program, therefore, successfully filled jobs in all of the categories for all of the types of students described in its objectives.

2. Did the students placed by the program meet the eligibility requirements for participation in this program?

According to the proposal for this program, students placed were required to meet the following eligibility requirements:

- (a) they must be currently or recently enrolled in vocational education subjects:
- (b) they must be two years below grade level in mathematics and/or reading or their family income must be below the poverty level as determined by Federal guidelines.

Discussions with placement officers and with the program coordinator revealed that there was no difficulty in locating students who met the specified criteria. Indeed, there was a considerable surplus of eligible students, compared to the number of job vacancies that could be located. Placement officers reported to the program director the categories of disadvantage into which their students fell, as part of their periodic activity reports. Inspection of these records indicated that students placed by the program met the criteria for reading and mathematics disability and/or the financial criteria; they often qualified in more than one category.

3. What new activities were instituted this year to improve further the job placement services to students?

This year, a new program of meetings with local business associations and Home and School associations was started. At these meetings, personnel from the Job Placement Program presented a prepared speech about the program, distributed literature, showed slides with an accompanying script played on a synchronized tape recorder, and answered questions about the program. Based on on-site observation of some of these meetings and the minutes of the others (there were a total of five such meetings this year), it is judged that the businessmen or parents were favorably impressed with the presentations. Many present at the meetings asked questions indicating a desire for more information

about the program, and employers expressed satisfaction with the quality of students whom they had already hired because of the program. The meetings were regarded by the Job Placement personnel as useful, and they expressed the opinion that such meetings should be continued in the future.

ATTAINMENT OF OBJECTIVES

The basic objective of locating jobs for students, graduates, and dropouts was achieved this year to a greater degree than in previous years. In addition, job placement officers and the program coordinator participated in meetings with Home and School and local business associations for the purpose of publicizing the Job Placement Program and explaining its function to as large a segment of the population as possible. Job placement officers were also involved in a considerable amount of informal counseling of students on matters such as proper attire and behavior when going for an interview, how to behave on the job, and what to expect of an employer. They engaged in follow-up activities for students designed to head off difficulties that might occur in the course of employment. In this regard, it is relevant to note that a letter was sent to the program coordinator this year by an automobile dealer, expressing satisfaction with the help he had received from the Job Placement Program's personnel in dealing with problems that arose in the course of students' employment.

CONCLUSIONS AND RECOMMENDATIONS

The Job Placement Program functioned this year as specified in its proposal, and successfully placed substantial numbers of students in jobs of both a temporary and permanent nature. A standardized system of record-keeping used by all of the job placement officers made it possible for new personnel to become productive rather quickly, so that staffing changes during the year had no major impact on overall productivity. It would seem that the

present system is quite well suited to the needs of its "clients," and no recommendations for changes seem appropriate at this time. It is recommended that the newly-introduced activity of visiting local business and Home and School associations be expanded in the future, since these visits seemed quite beneficial for all individuals concerned.

JOHN F. KENNEDY AREA VOCATIONAL-TECHNICAL SCHOOL

PROJECT AREA: All Areas

PERSON RESPONSIBLE FOR PROJECT: Albert Barenbaum

LOCATION/S: Kennedy Center and Martin School

NEW PROJECT: Yes _____
No X

PURPOSE(S) OF PROPOSAL:

_____ Curriculum
 X Instruction
_____ Staff Development
_____ Facilities and/or Equipment Installation
 X Job Placement
_____ Other

DEGREE OF IMPLEMENTATION:

 X Fully Operational
_____ Partially Operational
_____ Non Operational

BUDGET: \$450,694.00

PROPOSAL NUMBER: 11-4091

CATEGORY: Part B, Post-Secondary

PROJECT DESCRIPTION

The purpose of this program was to provide vocational training in a total of 13 occupational fields to out-of-school youth and adults. The courses were offered for eleven months (September to July -- there was a one month vacation in August), and students were able to attend for up to six hours a day. The program was based on the concept of individualized instruction, with students progressing at their own pace, and no precise time limits for the completion of courses. Students completing a course were awarded a certificate in that area. Entering students

were provided with the opportunity for vocational diagnostic evaluations. Students completing training were provided with job placement assistance, mainly by their shop teachers.

PROJECT HISTORY

This program has operated since April, 1972. Previous evaluations have shown the program to be effective in achieving its stated objectives. Questionnaires sent to employers of previous years' graduates of the program indicated that the program had helped its students prepare for jobs and careers.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

- (1) To provide training programs in 13 occupational fields.
- (2) To provide all students and applicants with the opportunity to receive a vocational diagnostic evaluation.
- (3) To provide job placement assistance for all students completing training.
- (4) To survey all employers who have hired students to determine whether, and to what extent, students placed have maintained or upgraded themselves in their positions.

PROJECT IMPLEMENTATION

Observation of the program's various aspects showed that the school was well organized and equipped to carry out its functions.

A room with 15 Singer-Graflex work sample carrels was used during the year as a vocational diagnostic facility, operated by a guidance counselor. The carrels were also used as work samples by various outside groups of students, who came to Kennedy Center to be tested. All incoming students were given individual diagnostic tests by an evaluator, who used various written tests and an interview technique to aid in student placement.

Vocational instruction was carried out in well-equipped shops that appeared

adequate to serve the number of students enrolled. Students were all engaged in learning activities when visits to shops were made. Frequent on-site visits made it apparent that this sort of productive atmosphere was the normal mode of operation for this project. Students had good rapport with the instructors and seemed highly motivated; this is consistent with the fact that attendance, which averaged about 80%, was entirely voluntary.

EVALUATION QUESTIONS

1. How many students were trained in each of the 13 occupational fields taught by this program?

The average number of students on roll in the school during the 1976-77 year was 260, which does not, however, take into account the fact that students entered and left the program all during the year. There were, in fact, 887 students involved in the program at some time during the 1976-77 school year. Of these, 167 were awarded certificates for having completed courses. Table I shows the total number of students enrolled this year in each of the project's 13 courses, and the total number of certificates awarded this year in each course.

The fact that only about one out of five students involved in the program received certificates this year did not concern the project personnel, who explained that students were allowed to enter a course as soon as a vacancy arose, at any time during the year. The high turnover rate resulted because many students left before they completed the entire course, having learned what they needed to learn to meet their needs or else being redirected to a different training program. There was no fixed time limit for completion of a course, so that students who learned slowly were able to get a certificate if they persisted long enough and had a reasonable amount of ability in their subject area.

Table I

Students Taking Courses at the John F. Kennedy
AVTS During the 1976-77 School Year

Course	Total Enrollment	Number of Certificates Awarded	Number Placed in Jobs
Building Maintenance	59	1	3
Business Machine and Office Practice	171	32	7
Cosmetology	50	10	9
Dental Assisting	52	24	18
Distributive Education	58	17	39
Drafting	76	15	5
Furniture Refinishing	51	6	10
Invisible Mending	53	19	20
Machine Transcription and Electric Typewriting	130	12	30
Offset Printing	42	15	17
Photogrammetry	39	5	8
Small Engine Repair	54	3	12
TV and Radio Service Technicians	52	8	8
Total:	887	167	186

2. Were all students and applicants provided with the opportunity to receive vocational diagnostic evaluations?

It was the standard procedure this year for the project's own evaluator of incoming students to administer diagnostic tests to all applicants before they were placed in subject areas. All 887 students involved in the program this year had received such tests, which included written tests of the student's ability to make measurements, tests of their ability to visualize three-dimensional objects in space, and tests of mathematical ability, in addition to an interview concerning their interests and abilities. Some students were also referred to the program's guidance counselor for experience with some of the work samples provided by the Singer-Graflex carrels. In addition to the 887 students who were taking courses, the written diagnostic tests and interviews were administered to about 350 new applicants who were not admitted to courses during the current year because of lack of course vacancies. It should be noted that some of the 887 students taking courses this year had been tested in previous years, so that the actual number of students tested this year is not the sum of 887 and 350, but these figures give an idea of the magnitude of the task, since all students were tested individually.

3. Were all students completing training provided with job placement assistance?

Students were provided with job placement assistance by their subject teachers, who tried to locate vacancies for their students in their respective industrial fields. It was not essential in all cases that a student complete a course and receive a certificate to qualify for employment; some students found jobs before they had completed an entire training program. Therefore, the number of students placed may be greater than the number who received certificates in a given area, since jobs were available for students who had completed less than the total program required for a certificate from the school.

4. How many students were successfully placed in jobs related to their training?

The fourth column in Table I shows the number of students placed in jobs related to their training during the 1976-77 funding year. Since placements were made by the individual subject teachers who provided these figures, the totals do not reflect placements that may have occurred some time after students left the school or jobs which they found themselves. In cases where the number of placements exceeded the number of certificates issued, the excess was made up of students who obtained jobs before completing the entire course of instruction at Kennedy. The similarity of the totals of the last two columns suggests a close relationship between earning a certificate from the school and employability. Inquiries among the instructors confirmed that students with certificates were almost all among those in each area who found jobs.

5. Were employers surveyed by the program to determine whether and to what extent students placed maintained or upgraded themselves in their positions?

A transit strike during the spring of 1977 and system-wide layoffs later in the year delayed the placement of students until later than usual. The full secretarial staff for this project, cut temporarily by the layoffs, was not restored until late in September, 1977. For these reasons, it was not possible to carry out the employer survey for 1976-77 students until after the end of the funding year, and questions 5 and 6 cannot yet be answered for this year's students.

There were, however, employer questionnaires available from the previous funding year (1975-76) that had not yet been used as part of any evaluation report. Since no basic changes in the program occurred between 1975 and 1977, it was considered worthwhile to examine these previous questionnaires as an indication of the program's effectiveness with its earlier students. Sixty-three question-

naires were returned to the project by employers of students placed during the 1975-76 funding year. An analysis of the results of that survey is presented in the following section of this report.

6. What percentage of students placed maintained or upgraded themselves in their positions?

Although this question cannot be answered for this year's students, for the reasons cited under Question 5, 63 questionnaires were returned to the project by employers during the 1975-76 school year in answer to inquiries about students placed that year. This represented about half the number of students placed by the instructors that year. Of the 63, 23(37%) were no longer working at the time the questionnaire was completed, 11(17%) had received raises or been upgraded in their jobs, and 29(46%) had remained in the same job, without upgrading. While this result is based on only those questionnaires that were returned (a factor that might be significant, since former employers of students might be less motivated to return questionnaires than current employers), it indicates that at least a reasonable proportion of students trained by this program during 1975-76 were capable of retaining jobs related to their training.

ATTAINMENT OF OBJECTIVES

In general, the program succeeded this year in achieving its stated objectives. Because of difficulties mentioned in the preceding sections, it was not possible to survey the employers of students placed this year, but this will be done in the near future. The training, diagnostic, and placement activities, however, which were the main parts of this program, all functioned during the year.

Placement of students in jobs was done entirely by the subject teachers in their own fields, and there was no record of students who may have obtained

employment in the area for which they were trained after they had left the program, unless they voluntarily returned to tell their instructor that they had found a job.

CONCLUSIONS AND RECOMMENDATIONS

The students in this program and their instructors appeared well motivated; instruction was in progress at all times that the project was visited. It appeared to the evaluator, and to the project personnel themselves, that students' chances for job placement would be improved if the program employed a full-time job placement officer, instead of relying only on the instructors to perform this task. Implementation of this suggestion would require additional funding, which the evaluator feels would be justified. The large number of students who are served by this program each year is not an indication that the program would necessarily be improved by the introduction of rigid screening procedures for incoming students. Since students leave courses and find employment without having to complete the entire training program in a given subject, the annual turnover rate is not regarded by the project personnel as a negative factor, but merely as a natural consequence of the flexibility of the program.

OPERATION OF TMR VOCATIONAL WORKSHOP AND
STAFF DEVELOPMENT FOR PERSONNEL

PROJECT AREA: Special Education

PERSON RESPONSIBLE FOR PROJECT: Irving Blau

LOCATION/S: Bartlett, Brooks, Muhr, Spruance

NEW PROJECT: Yes _____
No X

PURPOSE(S) OF PROPOSAL:

_____ Curriculum
 X Instruction
_____ Staff Development
_____ Facilities and/or Equipment Installation
 X Job Placement
_____ Other

DEGREE OF IMPLEMENTATION:

 X Fully Operational
_____ Partially Operational
_____ Non Operational

BUDGET: \$326,049.00

PROPOSAL NUMBER: 17-7048

CATEGORY: Part B, Handicapped

PROJECT DESCRIPTION

The purpose of this project was to provide vocational training to Trainable Mentally Retarded (TMR) students in a workshop setting. For this purpose, contracts were solicited from local companies for work for which the students could be trained; students who did this contract work were paid on a piecework basis from funds received from the companies. Four workshops operated this year; all were set up to do the described contract work, and trained a total of about 300 students. The students were provided with intensive instruction in repetitive

type tasks to develop the skills required for future employment. There was also an effort made to place them in jobs related to their training, sometimes with the same companies for which they had been doing contract work in the workshops. TMR students were eligible to enter the program at the age of 16, and were allowed to remain in it until they were 21.

PROJECT HISTORY

This project started during the 1973-1974 school year, by the end of which the four workshops had been established at their present locations. The 1975-76 evaluation indicated that 13 companies were having work done by the program, and that students' ability to perform tasks related to assembly and packaging had increased during their training in the workshops. A majority of the students had reached a level of skill development that permitted them to function effectively in the workshops.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

1. Continue job training of TMR students, ages 15-21 for packaging and processing activities.
2. Provide for possible job or agency placement.
3. Provide an understanding of factors which nurture job-readiness in TMR young adults.
4. Make vocational shop teachers aware of functional shop-related academic offerings at the TMR level.
5. Coordinate all work related class and shop offerings to provide a complete job preparation program for the TMR.
6. Provide sufficient work contracts for School District's four Assembly, Packaging and Processing Workshops.
7. Individual TMR student workers will be able to:
 - (a) follow uncomplicated verbal instructions
 - (b) visually discriminate sizes, shapes, colors, etc.

- (c) identify and use simple hand tools
- (d) work for minimum of two hours without leaving job
- (e) work side-by-side in single or group operations

PROJECT IMPLEMENTATION

On-site observations at each of the four workshops indicated that the students were engaged in activities for which they seemed suited, and which they were able to carry out with little direct intervention from the instructors. They had been taught to work independently at simple tasks such as collating, packing, heat sealing, and check weighing of completed packages. The students did not show any signs of confusion or lack of understanding of what they were doing. Indeed, when asked they were able to tell the evaluator, with considerable clarity, what they were doing. Students were taught to bring any irregularities in materials to the attention of the instructors, and were seen doing this on several occasions. Attendance at the workshops was very good, in the 90-95% range. The main cause of absence was occasional illness. Each of the four workshops had most of the students engaged in some kind of paid contract work. The only exceptions were those students who had recently started training and who had not yet achieved a suitable level of proficiency.

EVALUATION QUESTIONS

1. How many TMR students were involved in the packaging and processing job program this year?

Based on project records, the following numbers of students were enrolled in each of the four workshops:

Bartlett:	56 students
Brooks:	80 students
Muhr:	85 students
Spruance:	77 students

These 298 students were engaged, or were being trained to engage, in the various tasks required by the contracts obtained during the current year. These tasks all involved some sort of assembly or packaging activity. It should be emphasized, however, that production, as such, was not the main purpose of the workshops. The contract work was solicited in order to provide the students with a realistic training activity that would prepare them for eventual employment by industry.

2. What provisions have been made for possible job or agency placement of students after training, and how successful was this placement activity?

A job placement officer attached to this project interviewed students recommended to him by the shop instructors and attempted to locate jobs for them that were related to their training. An additional feature of his activities, distinctive of work with the retarded, was the training of students in the use of public transportation to get to work. By the end of the year, 24 students had been placed in outside jobs, 11 with non-profit agencies such as the Neighborhood Youth Corps and 13 in private industry. Students had the following types of jobs: custodial aide, lunchroom aide, child-care, food processing, packaging for a book publisher, restaurant work, and porter for a clothing outlet. Placement activities continued until students reached the age of 21, and students who had been placed were followed-up to check on their progress on the job.

Two students who were in the workshop for two days a week and at a book publisher for the other three days were interviewed by the evaluator. They said they were doing the same kind of work for the publisher that they did in the workshop, and were looking forward to going to work full-time, in the near future. The students said that they had no trouble traveling to work on their own, by public transportation. The same publisher was employing six students from the workshop, all full-time, by September, 1977. Project personnel said that the company was quite pleased with the students' work. The publisher was considering

giving some of the six students more advanced work in the future, and was interested in hiring more TMR students trained by this program.

3. To what extent was there joint planning and cooperation between workshop personnel and related classroom teachers?

In each school, students being trained in the workshop were also taught functional academic subjects by academic teachers. The academic teachers emphasized topics of immediate value to the trainees, such as reading signs, paying carfare, personal habits, and simple arithmetic. Shop instructors suggested topics to the academic teachers when they observed a particular deficiency in a student. For example, when it was noted that a student could count from one to ten while collating pamphlets, but did not associate saying the number with actually picking up a pamphlet, activities to reinforce this concept were added to the academic teacher's curriculum.

The actual extent and degree of regularity of joint planning between workshop instructors and classroom teachers varied considerably from site to site: from meetings once a week to intervals of more than a month between meetings. The attitude of the participants was favorable, however, to the idea of such joint planning sessions. It was felt that such communication could benefit the shop instructors. One shop instructor noted that students were anxious to show how their performance had improved because of what the academic teachers had taught them.

4. Were sufficient work contracts obtained from outside sources for all four assembly and packaging workshops?

Work contracts for various assembly and packaging tasks were obtained this year from a total of nine companies. Discussions with project personnel and on-site observations indicated that these contracts provided a sufficient amount of work for all students in the shops who were ready for the activity. Table 1 indicates the names of the companies from which contracts were obtained, the type of work required by the contracts, and the total amount of money paid to the program by each contractor during the year.

Table I

Types of Contract Work Completed This Year and
Total Payments Made by the Participating Companies

Company	Type of Contract Work Done	Amount Paid to Project
J. B. Lippincott	Collating, assembling, shrink wrapping, material handling, counting and bagging	\$ 45,309.65
Unique Industries	Assembling, counting and packaging of party favors	7,234.40
Bio-Marine	Assembling and packing plastic capsules of dessicant crystals	1,039.91
Film Corporation of America	Pasting large labels on corrugated board	327.00
Kenward Mailing	Collating advertising material and stuffing envelopes	277.88
Continental Box	Assembling tape cassette boxes	161.10
Simkar	Assembling lighting fixture jumper sets	68.81
Central Penn	Stuffing and labeling mailing envelopes	58.85
Rohm & Haas	Bagging chemical samples	56.18
Total payments to project:		\$ 54,533.78

The total amount of money received from the contractors this year (\$54,533.78) was substantially more than the 1975-76 total of \$44,914.00. Six of this year's contractors were also involved with the project during the 1975-76 year, and four of them provided larger amounts of work this year than during 1975-76. It should be noted that the largest contractor, J.B. Lippincott, hired six students from the workshop to do the same type of work in the company's own plant that they had been doing in the workshop. Money received under the contracts was used to pay the students; the excess (\$24,605.32) was retained for such purposes as purchase of supplies and new equipment for the workshops.

5. What percentage of the students in the shops were able to perform successfully the tasks required by the contracts?

Table 2 indicates the total number of students enrolled in each of the four workshops, the number engaged in contract work (as of June, 1977), and the total amount of money paid to the students in each shop. The students were paid on a piecework basis, based on an hourly rate of \$2.50 and an analysis of the time required per piece. The principal reason that some students in the shops were not engaged in contract work was that they had not yet reached a level of proficiency that would enable them to perform such work. All students, however, were considered to be in training, so that it should not be assumed that those doing contract work had completed their training, or that only the contract work was considered by the project staff to be a worthwhile activity.

The total amount of money paid to the students this year (\$29,928.46) was \$5,714.46 more than was paid to them during 1975-76. This was related to the increase in total receipts from the contractors, which increased in about the same proportion as the payments to the students, compared to the previous year. The fact that 91.6% of the students involved in the training program this year were able to engage successfully in contract work for which they were paid is a good indication of the general effectiveness of this program.

Table 2

Students Engaged in Contract Work in Each Workshop

Workshop	Total Enrollment	Number Doing Contract Work	Student Earnings
Bartlett	56	41 (73.2%)	\$ 3,940.95
Brooks	80	75 (93.8%)	9,205.09
Muhr	85	80 (94.1%)	6,942.62
Spruance	77	77 (100%)	9,839.80
Totals:	298	273 (91.6%)	\$ 29,928.46

ATTAINMENT OF OBJECTIVES

This year, the TMR Workshop program achieved its stated objectives. Students were occupied in a training program that not only resulted in the production of useful items, but also provided them with realistic preparation for work ordinarily done by people of normal intelligence. The shops were run in an orderly way, and the students seemed highly motivated. The fact that trainees have been successfully placed in industrial and other jobs (some identical to the ones they had in the workshop) is a verification of the relevance of the program to students' and industry's needs, and, thus, of the effectiveness of the program.

CONCLUSIONS AND RECOMMENDATIONS

It appears that the personnel connected with the program were well aware of the needs and abilities of TMR students, and of the related needs of the industrial world where such students were to be employed. In addition, project personnel were successful in soliciting the industrial contracts needed for the training activities, and have successfully equipped and maintained workshops in four different schools.

Since the actual amount of joint planning by workshop personnel and classroom teachers varied widely between sites, it might be beneficial to arrive at some consensus among the personnel involved as to what frequency of meetings would be most useful, based on the needs of the staff and the students. No other changes in the current operation are recommended. Serious consideration should be given to the expansion of this type of training to as many TMR students as possible.

A PILOT PROGRAM WITH COMPENSATION FOR DEVELOPING SELF-INSTRUCTING MODULES
IN HOME ECONOMICS

PROJECT AREA: Consumer and Homemaking

PERSON RESPONSIBLE FOR PROJECT: Mrs. Frances Chawalinska

LOCATION/S: John F. Kennedy Center for Vocational Education

NEW PROJECT: Yes _____
No X

PURPOSE(S) OF PROPOSAL:

 X Curriculum
_____ Instruction
 X Staff Development
_____ Facilities and/or Equipment Installation
_____ Job Placement
_____ Other

DEGREE OF IMPLEMENTATION:

 X Fully Operational
_____ Partially Operational
_____ Non Operational

BUDGET: \$69,601.16

PROPOSAL NUMBER: 22-7039

CATEGORY: Part F

PROJECT DESCRIPTION

This project involved the field-testing of six curriculum guides in various areas of Home Economics. After this was accomplished during the first half of the current school year, the guides were revised in accordance with suggestions received from the teachers involved in their field-testing. It is anticipated that the revision of the guides will be completed in time to enable their publication in September, 1977. Following their printing, the guides will be presented to all Home Economics teachers during in-service sessions designed to

explain how the new guides are to be used. The new curriculum guides are tentatively scheduled to be introduced in the classroom in January, 1978.

PROJECT HISTORY

This project was initiated during the second semester of the 1975-1976 school year. At that time competencies in six areas of Home Economics for grades 7 through 12 were identified. With these competencies as their bases, curriculum guides in these areas were devised by a group of teachers during the summer months of 1976.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

1. The advisory committee will develop criteria for evaluating modules.
2. To reproduce and disseminate modules according to criteria established by the advisory committee, as related to varying levels of competencies at different levels.
3. To provide effective teacher-student learning experiences for the inner-city student.
4. To provide a continuum of learning experiences in Consumer and Homemaking Education, for grades K-12, which will enable students to develop competencies at the different levels and in the various areas of home economics.
5. To refine field-tested curriculum materials.
6. To integrate FHA/HERO materials and activities into the new curriculum materials.
7. To introduce completed curriculum materials to all home economics teachers.
8. To disseminate completed curriculum guides to the various schools in the Philadelphia School District Home Economics Programs, the Eastern Regional Office, and the Bureau of Vocational Education.

PROJECT IMPLEMENTATION

During the first semester of the current school year, 22 observations were

conducted of the new curriculum guides being field-tested in junior and senior high schools. In general, the students appeared interested in the content of the material being presented. The use of the word "self-instructing" to describe the Home Economics units, however, appeared to have been somewhat inaccurate. Although the guides contained modules that might be incorporated into an individualized learning situation, all observations revealed that the teachers were utilizing the materials in a conventional, teacher-directed manner.

The revision of the six curriculum guides got underway in January, 1977, and continued throughout the summer. Various modules were submitted to teachers for rewriting. Copies of the questionnaires completed by the instructors who had field-tested the units were provided to the teachers involved in the revision process. The project manager indicated that the revision of the original guides was concerned more with style and format changes than with the content of the guides.

EVALUATION QUESTIONS

1. What were the activities of the staff development meetings provided by this project?

Because the revision of the curriculum guides required more time than originally anticipated, the staff development meetings that had been planned for the spring were not conducted. According to the present plans of the project manager, as soon as the printing of the revised guides has been completed, the staff development meetings - at which the composition and uses of the materials will be explained to the Home Economics teachers - will be rescheduled. Presumably these meetings will be conducted in the autumn of 1977.

2. Were instructional materials field-tested?

The curriculum guides were field-tested by twenty Home Economics teachers. Various units were used with students in grades 7 through 12. Efforts were made by the teachers to incorporate the materials either as a supplement to, or a

substitute for existing curricula in the areas of consumer education, foods and nutrition, clothing and textiles, human development, and child development.

3. What were the reactions of the instructors to the instructional materials field-tested in their classrooms?

In conjunction with the observations, the evaluator interviewed the instructors involved in the field-testing after the class sessions had concluded. A wide range of responses were received concerning the teachers' opinions of the guides. Most were enthusiastic about the new materials. Many of the teachers praised the effort as being the first attempt in years to bring out new guides containing fresh approaches and innovative ideas. Although a few criticized the traditional nature of most of the modules, most teachers felt that the guides possessed much merit and could be of use in Philadelphia classrooms. Copies of these questionnaires, as well as the lists of specific improvements suggested by the teachers involved in the field-testing phase of the project, were submitted to the project manager to facilitate the second semester revision of the materials.

4. What revisions, if any, were made of the materials that were field-tested?

Since the revision process has not been completed, a specific list of revisions cannot be provided at this time. In general, however, as mentioned, revisions thus far have been primarily ones of style and format, rather than of content. A genuine effort has been made to insure the consistency of the various guides. At the same time, however, the modules have been devised in such a manner so as to permit the individual teacher a great deal of flexibility in their use. Many suggestions have been incorporated into the revised guides as to how various projects can be completed when certain materials, equipment, or conditions are lacking. In brief, the revisions have attempted to make the curriculum guides as comprehensive and as useful as possible.

ATTAINMENT OF OBJECTIVES

The objectives of this project, for the most part, were attained.

Competency-based curriculum guides in the areas of consumer education, foods and nutrition, clothing and textiles, human development, and child development, were devised and field-tested on an extensive scale. They are currently being revised in accordance with criteria set down by the Home Economics Ad Hoc Advisory Committee. Although the tentative deadline for the printing and dissemination of the new materials has not been met, it is anticipated that the guides will be ready for distribution by December, 1977 in conjunction with a series of staff development meetings for the Home Economics teachers.

CONCLUSIONS AND RECOMMENDATIONS

In view of the time, effort, and expenditure that have gone into this project, it is highly recommended that, after the curriculum guides have been distributed to the Home Economics instructors, the administrative staff conduct follow-up observations of the teachers utilizing the guides. Any problems that are being experienced, or misunderstandings about the purposes of the curriculum guides, could thereby be resolved.

PROVIDING IMPLEMENTATION OF THE IDEC SYSTEM
OF INDIVIDUALIZED INSTRUCTION FOR DISADVANTAGED
DISTRIBUTIVE EDUCATION STUDENTS

PROJECT AREA: Distributive Education

PERSON RESPONSIBLE FOR PROJECT: Leonard Zatz

LOCATION/S: Overbrook High School, John F. Kennedy Center, Martin Luther King High School, West Philadelphia High School, Frankford High School

NEW PROJECT: Yes x
No

PURPOSE(S) OF PROPOSAL:

 X Curriculum
 X Instruction
 X Staff Development
 Facilities and/or Equipment Installation
 Job Placement
 Other

DEGREE OF IMPLEMENTATION:

 X Fully Operational
 Partially Operational
 Non Operational

BUDGET: \$12,357.00

PROPOSAL NUMBER: 28-6818

CATEGORY: Part B - Disadvantaged

PROJECT DESCRIPTION

This is an individualized instructional program using the IDEC Interstate Distributive Education Consortium System. The system consists of Learning Activity Packages (LAPS) which are designed to enable the student to learn at his own rate. The software in the IDEC System was given to the School District by the University of Pittsburgh. The University is part of a consortium which developed over 500 LAPS; these LAPS were field-tested and validated in approximately 200 schools in 11 states. The LAPS grouped competencies in sequential form for each occupation in 10 different content areas and provided a personalized learning

plan necessary for each student to accomplish the required skill. Each DE instructor received a computerized list of competencies common to the entire class, those common to small groups and those required by only one student. Students utilizing the system would select a specific competency for study and use those LAPS on an individualized basis to achieve the necessary learnings to pass the accompanying tests.

PROJECT HISTORY

This was the first year for implementation of the project in the classroom.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

1. The learning manager (teacher) will analyze individual learning problems of the disadvantaged student and recommend learning activities which best meet the learning styles of the students.
2. The learning manager will learn to evaluate the materials on how well students will learn rather than how well he/she can teach with the material.
3. The learning manager will develop the ability to organize and sequence individual student's curriculum. The student will not digest the curriculum materials in a "lock-step" fashion.
4. The learning manager will develop the ability to identify the competency level which is commensurate with the disadvantaged student's ability.
5. The learning manager will develop the ability to use criterion-referenced grading which will permit the disadvantaged student to reach their level of competency without competing against the class-referenced norms.
6. The teacher-coordinator will develop the skill in managing a learning system.

PROJECT IMPLEMENTATION

Because of funding difficulties, the project did not get underway until March. Continued observation of the project sites indicated that the project was implemented in different ways in different locations. Some instructors had developed a basic curriculum which was taught in the traditional "class-front" way two or three days a week. The remainder of the time was spent utilizing the IDEC system as it was designed. Other instructors utilized the IDEC system for certain competencies and areas of individualized interest. Elsewhere, the IDEC system was utilized exclusively; the instructor served as a learning manager, and the paraprofessional assisted in the duplication of the necessary materials. Despite these variations in project implementation, the comments by the instructors regarding IDEC were very similar in nature. With one exception, the instructors believed that IDEC required the services of a paraprofessional person to implement the program on a reasonable basis. That meant that so much duplication of materials and maintenance of student records was essential in order to maintain the individualization of the program as designed, that it was impossible for the teacher to accomplish these tasks without assistance. The one instructor who believed that a competent student could be of considerable assistance in these tasks taught in a post-high school setting; the age and maturity of the student body may have accounted for their ability to handle certain tasks not within the scope of younger students. Also, all instructors believed that some of the materials were in need of revision. Some of the materials were considered to be far too difficult for most of the students while other materials were considered too easy. Both the project manager and personnel from the University of Pittsburgh agreed with this assessment. Nevertheless, the materials in question were utilized by some of the students in some areas of interest. The teachers either

supplemented existing LAPS with more complex materials or, in the case of the more difficult LAPS, spent more time with each student assisting him to interpret the materials.

EVALUATION QUESTIONS

1. Were teachers trained at the University of Pittsburgh workshop supplied with the software to teach the system to the students?

Each instructor was provided with all of the basic printed materials, duplicating equipment, file cabinets, and other necessary supplies to implement the IDEC system. It was the responsibility of the paraprofessional and teacher, when necessary, to make copies of the materials for all students who would utilize them in the classroom. Many of the LAPS, however, recommended the use of specific textbooks which may or may not have been in the library of that particular classroom. In such cases, teachers had to improvise, suggesting other resources or other textbooks whose content closely approximated that of the LAPS.

2. What criteria are used by the learning manager to determine whether students have mastered the materials?

Each LAP contains a set of objectives, handouts, reading assignments in one or more texts, examples, and a series of pre-and post-tests. For each LAP, there is a suggested acceptable performance level. Where appropriate, the teacher adjusted this level for an individual student or for a group of students. Some of the remedies utilized within the classroom when difficulties arose were the addition of more or different learning activities, an increase in the stipulated time for completion of an activity, and the assignment of a staff or student tutor. In many cases, the paraprofessional was utilized to help with these problems. As mentioned in the implementation section of this report, it was observed that some sections of these materials were written at

a level beyond the comprehension of the students. In such cases, in addition to modification of the materials themselves, modification of the criteria for successful attainment of the competencies was also necessary.

3. What problems occurred in the implementation of the IDEC system?

As with all of the projects funded during the 1976-77 school year, late funding prevented full implementation of the program during the entire school year. While not a problem during the current school year, it became clear to the instructors during the implementation of the program that some type of assistance in the classroom would be necessary to carry out the program. Because of the individualized nature of the project, it was impossible to determine in advance just which of the 488 Learning Activity Packages (designed to develop 983 competencies in 69 distributive occupations) would be required. In addition to the volume of duplication necessary in carrying out the program, grading of pre-tests for the LAPS was also required. While the student might pre-test out and advance to the next LAP, each pre-test had to be scored by either the teacher or the paraprofessional. If the pre-test was not successfully passed, the student was cycled through a series of alternate learning activities structured to meet the requirements of the original behavioral objectives. Upon completion of the learning activities, if the student successfully completed the post-test at the prescribed standard, he proceeded to the next LAP. Each of these activities required the assistance of the teacher or the paraprofessional person assigned to the classroom, and, properly accomplished, took a great deal of time.

Also discussed frequently was the varying level of quality of the individual LAPS. While steps are being taken to correct some of the extremes in reading levels of some of the LAPS, extra efforts by the teacher were necessary to remedy some of the problems which this variability caused.

4. What activities were performed by the paraprofessional in the implementation of the system?

Observation of the project at all sites revealed that the paraprofessional devoted his or her time to all activities with the exception of approving student learning activities, suggesting different learning activities, and providing specific classroom instruction. The paraprofessional, however, assisted in the keeping of student files, duplicating materials, assisted in the scoring of pre and post-tests, and provided general assistance to the instructor as needed. Because the project was implemented so late in the school year, it was impossible to determine a time schedule of activities carried out by the paraprofessional. Such a time log should be possible to keep in the future.

ATTAINMENT OF OBJECTIVES

Since the major thrust of this proposal was the development of competencies in teachers by personnel from the University of Pittsburgh, it is reasonable to assume that these competencies were developed, because of the satisfactory achievement of the instructors in a staff development program held at the University during the summer of 1976. Moreover, since these competencies were carried out using the IDEC system with students during the school year, satisfactory execution of this project with students constituted further evidence of project success. Some of the competencies learned were: 1) the ability to develop a policy for student routines using IDEC, 2) counseling students for problems using IDEC, 3) the ability to develop alternative learning experiences, 4) the ability to organize IDEC according to the existing distributive education curriculum, 5) how to grade in a no-fail system, and other specific competencies. Verification of the teacher's ability to continue to use IDEC successfully was largely through the use of in-service retraining offered to teaching personnel who were utilizing the system in the classroom. In addition, observations demonstrated at least some consistent use of IDEC on a regularly-scheduled basis for the duration of the school year after materials and supplies had been obtained.

CONCLUSIONS AND RECOMMENDATIONS

The progress of this project during the first year was satisfactory despite the late start in its implementation due to funding problems throughout the system. While this project requires a reasonably strong commitment in funding and staff development in its initial stages, it promises to provide a suitable individualized instructional system for distributive education students. Specifically, it would appear that this system of instruction will help provide a career-oriented curriculum.

While not of immediate import in the schools in which this project was initially placed, two major concerns must be voiced in discussing the expansion of this project to other schools. Implementation of an innovative instructional program means significant change from the more familiar practices of class-front instruction. Therefore, a great deal of staff development is necessary before such a program can be introduced in a new setting. Also, an additional budget expenditure for software, hardware, and paraprofessional assistance is a necessary commitment to be made in order to expand the program to additional sites. With the LAP system it is possible to develop a specific curriculum for an individual student desiring training for a particular career. In addition, this system is designed to minimize individual failures. The competency-based, individualized approach upon which LAPS are constructed lends itself to a high degree of student achievement as the risk of failure can be significantly reduced. As in the case of all individualized instructional programs, LAPS can be of significant assistance to students who are chronically absent. While it is hoped that this system will reduce this chronic absence, this project has not yet been tested for this result, since it has not yet operated for even one full school year.

VOCATIONAL EDUCATION MEDIA CENTER

PROJECT AREA: All Areas

PERSON RESPONSIBLE FOR PROJECT: Mr. Stanley B. Cohen

LOCATION/S: John F. Kennedy Center

NEW PROJECT: Yes _____

No X

PURPOSE(S) OF PROPOSAL:

- X Curriculum
- _____ Instruction
- _____ Staff Development
- _____ Facilities and/or Equipment Installation
- _____ Job Placement
- X Other (Supportive Services)

DEGREE OF IMPLEMENTATION:

- X Fully Operational
- _____ Partially Operational
- _____ Non Operational

BUDGET: \$81,279.00

PROPOSAL NUMBER: 10-6422

CATEGORY: Disadvantaged, Part B

PROJECT DESCRIPTION

The project provided for the development, coordination and distribution of alternative educational materials to assist students who required special help to succeed in a regular vocational education program. In conjunction with the Executive Director of Career Education and with teachers, the project also screened, modified, and referenced commercial materials.

PROJECT HISTORY

The current school year was the project's third year of operation. The

evaluation report for the first year stated that the Media Center staff provided services on 200 separate occasions which met the requirements of the majority of those requesting service. In the second year of operation 215 requests were received for professional services, representing a larger population than the previous year. Also, a newsletter, CADRE, was published to facilitate dissemination of vocational information.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

The primary objective of the Vocational Education Media Center is to assist vocational education students. In order to meet this objective and fulfill other needs, the center will:

1. provide professional services and quality programs at a savings of federal funds;
2. increase the use of media materials because of their improved content and availability;
3. decrease equipment downtime because of a better system of equipment maintenance;
4. provide an effective means of disseminating significant information to vocational education staff and teachers.

PROJECT IMPLEMENTATION

The activities of the Media Center were observed on numerous occasions during the school year. Observations confirmed that the professional staff of the center was engaged in a variety of activities which provided assistance to vocational educators and students.

EVALUATION QUESTIONS

1. What services were performed by the Vocational Education Media Center?

Project work assignment records were reviewed to determine the kind of services the center provided during the 1976-1977 school year. Interviews with the project manager and examination of the project records indicated that the pre-established record-keeping procedures produced an accurate record of professional staff work activities.

A request for a given service required the submission of a service request form. The form, which outlined the specific services required, was submitted by the persons requesting service. A review of service requests indicated that services were provided in the categories of Artwork, Audio-Visual, Printing-Duplication, Writing, Curriculum Materials, Resource Activities, and Courier Service. A request might involve several types of work performed by several staff members. Categorical placement for the purposes of this report was based upon the dominant activity involved in the service. Table I represents the quantity and different types of services provided by the Media Center.

Table 1

Service Provided by the Vocational Education Media Center

<u>Artwork</u>	<u>Number of Requests</u>	<u>Printing & Duplication</u>	<u>Number of Requests</u>	<u>Curriculum Materials</u>	<u>Number of Requests</u>
Slide Art	30	Zerox	50	Flip Charts	4
Paste Up and Layout	30	Booklets- Brochures	20	Equipment Lists	3
Signs	28	Business Cards	18	Manuals	3
Charts	27	Binder Covers	3	Maps	3
Posters	22	Addressograph	2	Test Development	2
Forms	10	School Seals	1	Program Development	1*
Name Plates	7	Type Setting	1*		
Fine Art	5	Typing	1*		
Artwork for Stations (Mobile Lab)	4	Total	96	Total	16
Bicentennial Display	3				
Certificates EBCE	3	<u>Audio Visual</u>	<u>Number of Requests</u>	<u>Writing</u>	<u>Number of Requests</u>
Logos	3	Film-Strips	50	Magazines	12
Manual Covers	3	Photographic Coverage of Events	40	Articles	10
Brochure Holders	1	Tape Duplication	20	Public Relations	10
Cards With Letters	1	Transparencies	12	Catalog-Director	1
Diploma Headings	1	Video Tape Programs	3	Total	33
Parchment Scrolls	1	Movies	2		
Total	179	Films	1		
Resource Activities	<u>Number of Requests</u>	Show and Tell	1		
Academic Resource Personnel Request	60	Tape Recording	1*		
Courier Service	540	Title Slides	1*		
Total	600	Total	131		
				Grand Total	1,055

167

* On-going service requests

In Table 1 it is important to note that services with an asterisk are those provided by a single request which requires continuous service throughout the year. Those without an asterisk were single requests concluded upon completion of the service.

This year the Media Center handled 1,055 service requests. In addition to service requests, the professional staff of Media Center previewed, assessed, revised, updated, and catalogued instructional materials developed by commercial programs and other outside agencies.

The Media Center continued to disseminate information to vocational administrators, staff and teachers. This year the newsletter provided academic resource information, curriculum news and implementation information, and commercial program and equipment selections.

2. What vocational areas or departments requested services from Vocational Education Media Center?

Four hundred fifty five service request forms requiring professional services were submitted to the Media Center. Table 2 represents the number and sources of these requests.

Table 2

Departments Requesting Services From the Vocational Education Media Center

Department	Number of Individual Requests	Department	Number of Individual Requests
Secondary Schools	108	Bishop Learning Center	12
Career Development	92	Food Service Division	10
Business Education	46	Maintenance and Custodial Services	8
J.F.K. Print Shop	30	Informational Services	4
Skills Centers	25	P.I.E.	4
Industrial Arts	20	Vocational Training at Holmeburg	3
Trade and Industrial Education	20	District I Administration	2
Home Economics	20	Records Management	2
Room to Grow	20	PIVOT (continuous)	1
School Extension	15	Show and Tell	1
		Special Education	1
		Miscellaneous	30

One hundred and eight requests were submitted by the principals and staff of 26 secondary schools, and 92 were submitted by personnel from the Career Development Division, which is part of the Office of Career Education Planning and Development.

3. Are consumers satisfied with the products and services provided by the Vocational Education Media Center?

A questionnaire designed to determine the extent of satisfaction with the center's products and services was administered to persons who received service from the Media Center. Questionnaires were completed and returned by 75 respondents. Questions and data from the questionnaire can be found in Table 3.

Table 3

A Survey of the Degree of User Satisfaction With the Services
Provided by the Vocational Education Media Center

Questions	Response		Total
	Yes	No	
1. Did the quality of the work produced by the Media Center meet with your approval (that is, did it suit your needs)?	75	0	75
2. Did the time required to complete the work suit your needs (was the work produced soon enough to be of value to you)	74	1	75
3. Were there any serious discrepancies between what you were led to believe you would receive and what the Media Center actually produced?	0	75	75
4. Have you ever had occasion to complain to the Media Center about some aspect of the work they were doing for you, or had done for you?	1	74	75
5. If so, was the complaint handled to your satisfaction, and in time to help you?	1	0	1
6. Do you read CADRE, the monthly newsletter published by the Media Center?	75	0	75
7. Does it provide you with relevant information about vocational/or career education?	75	0	75

The data indicate that all 75 respondents felt that the quality of work met their standards. Seventy-four respondents felt that the work was produced soon enough. All respondents felt that there were no serious deficiencies in work produced by the Media Center. There was only one complaint registered because of an unavoidable time lag in the photographic contract processing by the Purchasing Department. That respondent, however, felt that the complaint was handled to his satisfaction. All respondents reported being readers of CADRE and felt that the newsletter contained relevant information.

ATTAINMENT OF OBJECTIVES

The Vocational Media Center attained all of its objectives. The program assisted vocational education personnel to develop and modify materials that would meet the need of all vocational education students was achieved. The Media Center also provided and effectively disseminated information in order to meet the increasing demands made by vocational educators for such information.

CONCLUSIONS AND RECOMMENDATIONS

The staff of the Vocational Education Media Center continued to fill requests and work jointly with individuals engaged in many areas of vocational education. Educational materials for students in need of special assistance were designed, modified, and coordinated by the Media Center. This year the Media Center serviced more requests than in previous years (over four times as many), indicating a greater demand for the materials and work produced by the Media Center.

CADRE, the career education newsletter produced by the Media Center, was distributed to public, private, and parochial schools; colleges; and universities. Requests for it are still received from all across the United States and Canada. Because of a decision made by School District Administrators, the newsletter will not be published for the 1977-78 project year. With the current demand for the career education newsletter, it is recommended that the publication of CADRE or a substitute newsletter be resumed.

VOCATIONAL EXPLORATION AND RECRUITMENT IN TRANSIT

PROJECT AREA: All Fields

PERSON RESPONSIBLE FOR PROJECT: Mrs. Millicent Hartsfield

LOCATION/S: Junior and Senior High Schools located throughout the city

NEW PROJECT: Yes _____
No X

PURPOSE(S) OF PROPOSAL:

_____ Curriculum
 X _____ Instruction
_____ Staff Development
_____ Facilities and/or Equipment Installation
_____ Job Placement
 X _____ Other (Career Awareness and Pre-Employment Counseling)

DEGREE OF IMPLEMENTATION:

 X _____ Fully Operational
_____ Partially Operational
_____ Non Operational

BUDGET: \$235,545.00

PROPOSAL NUMBER: 13-7117

CATEGORY: Disadvantaged (Part B)

PROJECT DESCRIPTION

During the current school year approximately 8700 disadvantaged ninth grade pupils were served by this project. Three teams of personnel (each of which consisted of a career development specialist and a career development assistant) visited junior high and middle schools providing simulated work experiences (by means of work stations located on three buses) and related group counseling. The participating students typically spent half a school day at each activity, alternating from one to the other at midday. In addition to the efforts of the

three mobile counseling teams, this project also funded a fourth mobile unit whose staff provided full-day vocational diagnostic sessions to students who had expressed a possible interest in attending area vocational technical schools. These sessions required the students to complete lengthier and more detailed tasks whose performance was evaluated by a career development specialist.

PROJECT HISTORY

This project originated as two separate endeavors. The mobile career laboratory aspect was first fielded in the spring of 1972. At that time a single bus, equipped with information and materials related only to health careers, began visiting schools. Eventually, the number of mobile career laboratories was increased to three. All contain an array of work stations relating to a wide range of occupational clusters. The other activity of the mobile career teams, namely the counseling efforts of the career development specialists, was initiated during the 1973-1974 school year. Since its inception both sets of personnel have worked closely to correlate the mobile career laboratory activities with the counseling sessions.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

This project's goal is to motivate and give instruction that will enable 9th and 10th grade students, who have educational deficiencies, to effectively compete with their peers in a regular vocational program. Its overall objectives are: to provide educationally disadvantaged students with information about jobs and training in various vocational areas; to provide them with an opportunity to perform work that is typical of jobs in these areas; and to help them identify their interest and ability for these jobs.

PROJECT IMPLEMENTATION

Eight observations of the project were conducted during the 1976-1977 school year. Working under somewhat cramped conditions on board the career mobile units, the career development assistants nonetheless exhibited enthusiasm

in providing students with necessary assistance at the various work stations. Generally there was a high degree of pupil cooperation. The career development specialists employed a variety of approaches to stimulate the pupils to think about who they were, what they were, and what they might want to become. The facilities provided by the host schools were not always the most ideal. In several instances counseling sessions were conducted in the school library where noise and interruptions interfered with the counseling activities. As on the career mobile units, most students cooperated well with the efforts of the counseling personnel.

EVALUATION QUESTIONS

1. How many students were provided with hands-on and group counseling experiences?

According to records maintained by project management, a total of 8061 students participated in the career mobile unit and career counseling activities during the 1976-1977 school year.

2. How many students were provided with in-depth evaluations to help assess their training needs and potential for vocational programs?

Project management reported that 544 pupils were given the full-day in-depth evaluations. These students had been identified by their guidance counselors as having expressed an interest in attending area vocational technical schools and/or pursuing careers in technical fields.

3. What were some of the activities included in the hands-on and group counseling sessions?

The three mobile career units offered simulated work experiences, by means of Singer/Graflex and locally produced work stations, in the areas of banking and accounting, needle trades, laboratory technology, medical services, nursing, mechanical services, small engine repair, and personal services. The fourth mobile career unit, utilized for in-depth evaluations of student aptitudes, contained work stations featuring tasks in the areas of carpentry, drafting, electricity, medical services, needle trades, office and sales work, refrigeration,

sheet metal work, and small engine repair.

Students observed were cooperative and well-behaved. The career development assistants were always in attendance to set up the work stations, monitor student progress, answer questions, and otherwise facilitate the activity so as to enable the students to complete as many of the work station tasks as time would permit.

The activities involved in the counseling segment of the program included pictorial demonstrations and discussions, personality and ability self-assessments, interest inventories, and structured games. The career development specialists were able to provide interested students with career information relating to a wide range of occupations, trades, and professions. Students' behavior in the group counseling sessions differed to a great degree from that observed in the career mobile units. In the latter situation the pupils worked individually or in pairs at work stations so designed to require their total attention if a task was to be completed successfully. In the group counseling sessions, on the other hand, students were expected to demonstrate a greater degree of maturity, cooperation, and ability to communicate ideas. Some of the students observed were lacking in these traits, and hence became a source of annoyance to the career development specialists and to their fellow-students. Project personnel were able to minimize the damage of such disruptive behavior by employing interesting activities that, in effect, mobilized peer pressure to discourage such unwanted behavior.

ATTAINMENT OF OBJECTIVES

The objectives of this project, as outlined in its proposal, were attained. Approximately 3700 pupils were given the opportunity to perform on the career mobile units a variety of tasks representative of a number of occupational clusters. In addition, these pupils, through the group counseling sessions, were able to obtain information about trades and professions, as well as to devote some effort

to determining their own occupational aptitudes and interests.

CONCLUSIONS AND RECOMMENDATIONS

In view of this project's successful attainment of its objectives, no recommendations appear in order at this time.

WORD PROCESSING LABORATORIES - EXPANSION OF PROGRAM

PROJECT AREA: Business Education

PERSON RESPONSIBLE FOR PROJECT: Marlon Holmes

LOCATION/S: Bok, Mastbaum, King, Strawberry Mansion, Benjamin Franklin

NEW PROJECT: Yes _____
No X

PURPOSE(S) OF PROPOSAL:

_____ Curriculum
 X Instruction
_____ Staff Development
_____ Facilities and/or Equipment Installation
_____ Job Placement
_____ Other (Career Awareness and Pre-Employment Counseling)

DEGREE OF IMPLEMENTATION:

_____ Fully Operational
 X Partially Operational
_____ Non Operational

BUDGET: \$ 91,562.93

PROPOSAL NUMBER: 28-7016

CATEGORY: Disadvantaged, Part A

PROJECT DESCRIPTION

The Word Processing Program was designed to provide students with an individualized program to improve transcription skills. By utilizing the latest technological advances in automated, magnetic-tape equipment, the concept of word processing has been advanced to increase productivity, and facilitate revisions and corrections. This program was designed to meet the needs of that new job category which, concomitantly, created a new and increasing demand for qualified personnel. In this context, disadvantaged youth seeking employment must possess communication skills which existing school programs have not developed. For this

reason, a specialized program of individualized instruction was designed by a committee of educators in consultation with business representatives, to improve such students' language skills and to upgrade their operation of transcribing machines to a job-entry level or above. A series of tapes was developed which incorporated a variety of lessons designed to familiarize students with the office machinery used in word processing and to improve their English skills. Additionally, there was a specialized series of tapes devised relating to various professions which employ word processors. These professions include banking, insurance, law, government, health, and engineering.

PROJECT HISTORY

The Word Processing project was initiated during the latter half of the 1973-1974 school year. During that time various materials were pilot tested in Word Processing laboratories located in two high schools. During 1974-75, the project was expanded to include several additional schools. Five were instituted in September 1974 and one was inaugurated in January 1975. During the 1975-76 school year, funds were not available to expand this program beyond its 1974-75 scope. The program operated in those schools, however, where equipment and software had been installed previously.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

1. Given an office situational problem which requires a decision involving work habits, the student will be able to demonstrate his ability to solve the problem by using vocationally acceptable work habits.
2. Given a written examination incorporating the following skills: proof-reading, grammar, spelling and punctuation, the student will attain a score comparable to that needed to pass an entry-level examination for employment.
3. Given a five-minute straight copy typing test, the student will type 35 or more net words a minute with an error limit of 3.

4. Given dictated materials in cassette form, a transcribing unit, and an electric typewriter, the student will demonstrate his/her ability to produce a finished product acceptable by business standards.
5. Given a magnetic media console and rough draft material, students will be able to use their transcribing skills to produce a finished product acceptable by business standards.

PROJECT IMPLEMENTATION

Because of late funding, contracts for the wiring and equipment necessary to carry out the goals of the program and for printing the necessary software were not awarded until late in the school year. Consequently by the end of the school year, while all of the preliminary electrical work had been done and equipment had been installed, no direct services had been provided to students. In preparation for classroom use, however, staff development services were provided to those teachers who would be using the materials the following year.

EVALUATION QUESTIONS

1. Were Word Processing Laboratories established and operating at the following schools: Bok, Mastbaum, King, Strawberry Mansion, and Benjamin Franklin?

By the end of the school year all specified classrooms in the participating schools were renovated as needed and provided with the equipment necessary to carry out the activities of the program. Additionally, staff development activities were carried out for the participating teachers at each location. Operation of the program at each location, however, did not take place until the software was received by the end of September 1977.

2. What training was provided to new teachers who were to participate in the program?

An in-service program in the spring of 1977 was established for new users of this program. An instructor who had been one of the project's initiators and major writers chaired and organized these meetings. Participants were taught by

the manufacturers of the hardware to utilize the equipment properly. Several practice sessions were held until the instructors were able to use the magnetic tape equipment with facility. Also covered were guidelines about presenting the materials to students, suggestions for motivating the students, and other issues directly related to utilizing the materials in a classroom setting with students of differing levels of ability.

3. Did the students develop the following skills as a result of their training in the Word Processing program:
 - (a) ability to solve office situational problems, by using vocationally acceptable work habits;
 - (b) entry-level ability in proofreading, grammar, spelling and punctuation;
 - (c) ability to type 35 or more net words a minute with an error limit of 3;
 - (d) ability to produce a finished product acceptable by business standards from dictated material in cassette form;
 - (e) ability to produce a finished product acceptable by business standards from an automated magnetic media console and rough draft material?

Because of the late funding of this project, it was not possible to ascertain the skills attained by students in this program. Full implementation of the curricula will not have taken place until the spring, 1978 semester. Consequently, no data regarding student outcomes will be available until that time.

ATTAINMENT OF OBJECTIVES

Since the project was not fully operational before the end of the fiscal year, there was no opportunity to address the outcome objectives. All enabling activities were, however, fully accomplished.

CONCLUSIONS AND RECOMMENDATIONS

Evaluation of the achievement of the outcome objectives for this program will become possible during the next fiscal year.

WORK STUDY

PROJECT AREA: All Areas

PERSON RESPONSIBLE FOR PROJECT: Mr. James Barner

LOCATION/S: Edison, Dobbins, Saul, Mastbaum, Carroll, Boone

NEW PROJECT: Yes _____
No X

PURPOSE(S) OF PROPOSAL:

_____ Curriculum
_____ Instruction
_____ Staff Development
_____ Facilities and/or Equipment Installation
 X Job Placement
_____ Other (Career Awareness and Pre-Employment Counseling)

DEGREE OF IMPLEMENTATION:

 X Fully Operational
_____ Partially Operational
_____ Non Operational

BUDGET: \$35,746.40

PROPOSAL NUMBER: 25-7004

CATEGORY: Part H

PROJECT DESCRIPTION

This program was designed to place unemployed full-time vocational education or special center students in part-time jobs directly related to their vocational education program. Job coordinators located jobs and assumed the responsibility for the appropriate placement of students. They worked closely with school counselors and provided needed job orientation and supervision for the enrollees. Students were not permitted to work more than 15 hours per week while attending school and were not to earn more than \$60.00 per month from this program. This

program was designed for the student who would probably become a dropout; the incentive to remain in school was to be provided by intensive counseling, remedial education, and the work experience component. In addition, this program was designed to facilitate a smooth transition into full-time work upon completion of school. Students were selected for this program according to the Department of Labor's guidelines for poverty level. Additionally, students had to have demonstrated ability to succeed in vocational education, but might be identified as potential dropouts because of financial need.

PROJECT HISTORY

This project first operated from September 1, 1975 to January 23, 1976. The project was scheduled to function for the entire school year, with funds to be allocated in two separate installments. The second installment however, was never received. Consequently, project activity was terminated on January 28, 1976. Because of this problem, the number of students able to benefit from the project was reduced from a projected 310 to 85. From January 28, 1976 to the end of the 1975-76 school year, these 85 students were transferred to Neighborhood Youth Corps programs.

PROJECT OBJECTIVES AS STATED IN PROPOSAL

1. To provide financial assistance for needy students to enable them to continue their education;
2. To place students enrolled in the program in work experiences directly related to the vocational curricula they are taking in school;
3. To provide job training which will increase the students' vocational competence and employability;
4. To develop jobs for students in non-profit public agencies.

PROJECT IMPLEMENTATION

1. How many students participated in the work study program?

Project records revealed that a total of 102 students participated in the project. Table 1 shows the number of students in each school involved in the program, and the number of students placed on jobs by job coordinators.

Table 1

Number of Students Participating in the Program and Placed
on Jobs by Job Coordinators

<u>School</u>	<u>Number of Students Placed</u>	<u>Number of Students in Program</u>
Boone	14	14
Carroll	16	16
Edison	31*	32
Mastbaum	31	31
Saul	9	9
Total	101	102

* Student dropped out of program

3. Did the majority of jobs secured for students relate to their vocational program at school?

Job placement records were reviewed to determine the percentage of students placed in jobs where major emphasis was placed on their vocational training. Overall, it was found that 63% of the students were placed in jobs which utilized their vocational training. Table 2 shows the percentage of jobs related to students; vocational training for each school in the program.

Table 2

Percentage of Students Placed in Jobs Emphasizing
Students' Vocational Training

<u>School</u>	<u>Percentage of Related Jobs</u>
Boone	57%
Carroll	63%
Edison	91%
Mastbaum	45%
Saul	33%
Overall Percentage	63%

4. In what types of occupational experiences did participating students engage?

Students participated in the following types of jobs: Electrical, Clerical, Custodial, Food Service, Carpentry, Teaching, Laundry, Agriculture, Tailoring, Art, Commercial, Librarian, Picture Framing, and others.

Table 3 lists the types of job assignments in which students participated.

Table 3
Types of Job Assignments

Type	Schools					Total
	Boone	Carroll	Edison	Mastbaum	Saul	
Electrical			22			22
Clerical			2	15	2	19
Custodial	7	2		6	3	18
Food Service	2	8				10
Carpentry			7			7
Teaching				5		5
Laundry		3		1		4
Agriculture					3	3
Tailoring	2	1				3
Art	2					2
Commercial				2		2
Librarian				2		2
Picture Framing		1				1
Other	1	1			1	3
Total	14	16	31	31	9	101

ATTAINMENT OF OBJECTIVES

Out of 102 students all but the one who dropped out were placed. Of the 101 students placed, 63% were placed in jobs emphasizing their vocational training.

The primary objective was met. Students were placed in a variety of assignments which gave them firsthand, on-the-job experience and the financial assistance necessary for them to continue their education.

CONCLUSIONS AND RECOMMENDATIONS

Students were provided with job assignments. These job assignments gave students the experience of on-the-job training while earning money to help them stay in school and develop positive work incentives for future employment.

The program succeeded in placing all but one student in part-time jobs, as specified in its proposal. While 63% of the students were placed in jobs related to their vocational training, it would be desirable to increase this percentage in future years. In general, however, the program operated satisfactorily, although for a shorter time than had been planned.

YOUTH DEVELOPMENT DAY TREATMENT CENTER

PROJECT AREA: Special Education

PERSON RESPONSIBLE FOR PROJECT: Jack B. Johnson

LOCATION/S: Day Treatment Center

NEW PROJECT: Yes X
No

PURPOSE(S) OF PROPOSAL:

 Curriculum
 X Instruction
 Staff Development
 X Facilities and/or Equipment Installation
 Job Placement
 Other (Career Awareness and Pre-Employment Counseling)

DEGREE OF IMPLEMENTATION:

 Fully Operational
 X Partially Operational
 Non Operational

BUDGET: \$29,272.83

PROPOSAL NUMBER: 13-6829

CATEGORY: Part B., Disadvantaged

PROJECT DESCRIPTION

The Youth Development Day Treatment Center was established in 1966 to serve delinquent youth 15½ to 18 years of age committed by the Juvenile Courts of Pennsylvania. This project was designed to expand the vocational automotive facility at this center by renovating and equipping an existing garage and hiring instructional personnel. This project would broaden the vocational program that the institution provided to these delinquent youth. The top priority needs for many of these Center students, by virtue of their ages

and their economic conditions, were preparation for a job and job placement. This included vocational training, interview training, and work-habit experiences. Because positions exist at all levels of competency in automotive occupations, this occupational area represented a reasonable cluster for expansion at this site.

PROJECT HISTORY

This was a new project approved for funding during the 1976-77 school year.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To renovate and existing garage for a four-bay automotive shop to serve 15 students.
2. To purchase additional equipment to meet vocational requirements.
3. To provide an instructor and aide to assist the students in this program.

PROJECT IMPLEMENTATION

The shop, located in a four-bay garage on the grounds of the Youth Development Day Treatment Center, has trained students in automotive services since 1973. The proposal requested funding to allow for enlarging the shop, hiring an additional instructor, and purchasing additional equipment. After extensive examination of the facilities available for renovation, it was determined that such renovations could not be accomplished. In making these changes, some structural problems might have arisen, due to the construction of the building, which would have been dangerous to the students. Therefore, it was decided that the renovations required to enlarge the existing shop should not be completed. The addition of a teacher and the purchase of supplies, however, enabled the expansion of the number of students who could be taught a short course in small engine repair.

EVALUATION QUESTIONS

1. To what extent were essential renovations and equipment provided for the course?

While all of the equipment listed for purchase in the proposal was purchased, the renovations to be accomplished were not made for reasons listed in the project implementation section of this report.

2. Was the instructor hired for the auto shop?

The instructor was hired for the auto shop and performed instructional duties throughout the school year. He instructed students, largely in small engine repair, and also developed instructional materials.

ATTAINMENT OF OBJECTIVES

While two of the three stated objectives were met, it would appear that more planning should have been done prior to the submission of the proposal. More attention should have been paid to the physical plant to determine whether the projected renovations could have been made in a safe and efficient manner. While good use was made of the instructor's time, greater care and attention should have been paid to the implications this would have for the instructional program in auto mechanics throughout the facility. This project can be said to have attained part of its objectives.

CONCLUSIONS AND RECOMMENDATIONS

Care was taken that these funds be expended in an occupational cluster in which there were jobs and where there was a continued need for qualified persons at a variety of skill levels. Procedures for submitting future proposals should, however, include some type of check on the preexisting conditions at a site to prevent the submission of proposals which would involve changes that cannot be implemented.